DOCUMENT RESUME

ED 118 229 PS 008 288

TITLE Idaho Kindergarten Curriculum Guide.
INSTITUTION Idaho State Dept. of Education, Boise.
PUB DATE Jul 75
NOTE 143p.

EDRS PRICE MF-$0.83 HC-$7.35 Plus Postage
DESCRIPTORS Childrens Books; *Early Childhood Education; Educational Equipment; Fine Arts; *Instructional Materials; *Intellectual Disciplines; *Kindergarten; Language Arts; Mathematics Curriculum; Objectives; Parent School Relationship; Parent Teacher Cooperation; Science Curriculum; Social Studies; *State Curriculum Guides
IDENTIFIERS *Idaho

ABSTRACT

This curriculum guide for kindergarten programs in Idaho presents guidelines for administering the curriculum; describes characteristics of kindergarten children and qualifications of teachers and teaching aides; suggests ways to foster good home-school relationships; and discusses the provision and use of facilities and basic equipment in the kindergarten. A section on developing your kindergarten curriculum illustrates appropriate daily schedules and describes in detail fine arts, language arts, mathematics, science and social science in the kindergarten classroom. The appendices include selected bibliographies of books for kindergarten students and teachers; specifications for building blocks, equipment and materials; an activity-centered room plan; and sample forms. (GO)

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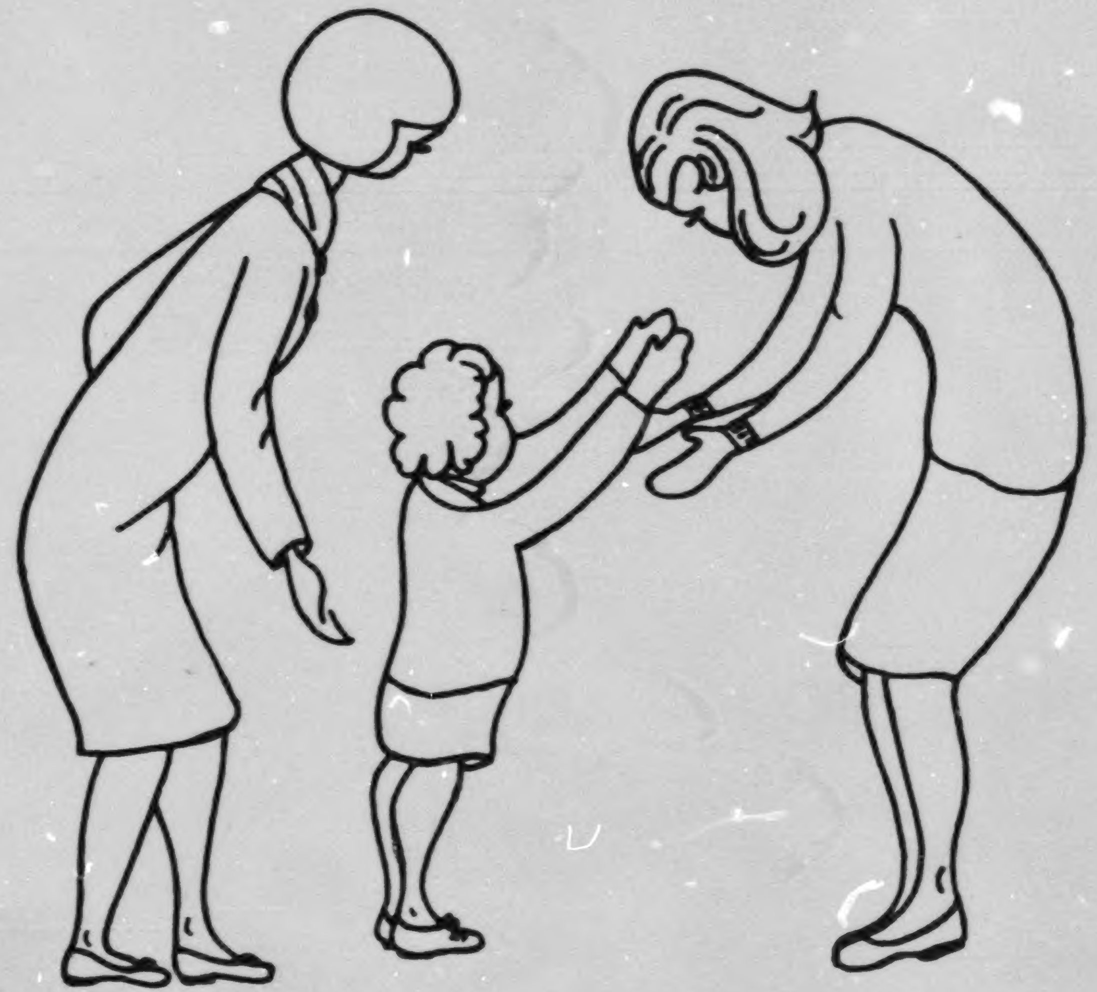

PS 008288

DEPARTMENT OF EDUCATION
STATE OF IDAHO

JULY, 1975

ROY TRUBY
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
BOISE, IDAHO

STATE OF IDAHO

DEPARTMENT OF EDUCATION

IDAHO KINDERGARTEN CURRICULUM GUIDE

July, 1975

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IDAHO KINDERGARTEN CURRICULUM GUIDE

1975

IDAHO STATE DEPARTMENT OF EDUCATION

Approved

by the Idaho State Board of Education

July 3, 1975

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FOREWORD

Increasing recognition of the critical importance of the early years of each child's life has directed nationwide attention to the need for an early childhood education program as an integral part of the total school program. Educators everywhere have long been convinced that kindergarten makes a significant contribution to the development of children. It was this keen interest in the importance of early childhood education that prompted the passage of legislation during the First Regular Session of the Forty-Third Idaho Legislature which established state-supported public kindergartens in the State of Idaho.

The Idaho Kindergarten Curriculum Guide has been prepared in the hope that it will help to coordinate the work being done in kindergarten program planning by teachers and administrators at the district and local level. Curriculum development in a good school system is continuous and involves everyone interested in the educational process. Curriculum guidelines give constancy and structure to the educational process, not inhibiting or restricting the freedom to teach creatively.

The most effective educational curriculum is developed on or near the scene where teachers and children work together. It is not our intent to furnish patterned curriculum procedures or other inflexible programs to be followed on a uniform front. The purpose of the Idaho Kindergarten Curriculum Guide is to make available usable information and ideas which may assist in the complicated task for curriculum development.

ROY TRUBY
State Superintendent of
Public Instruction

ACKNOWLEDGEMENTS

A special thanks is extended to Tish Andreason, Head of Children's Services, Boise Public Library and Robin Zuckerman, Kindergarten Consultant, Boise Independent School District, for their assistance in the preparation of this guide.

The Idaho State Department of Education also wishes to express appreciation to the Pennsylvania Department of Education for permission to adapt the Pennsylvania Kindergarten Guide to fit the needs of Idaho's schools.

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INTRODUCTION

The curriculum in a kindergarten is what happens to a child--not what is written in a text or a curriculum guide, or what is in the minds of well-meaning adults. It consists of the total range of experiences a child has at school. The teacher has responsibility for organizing and guiding these experiences so that education contributes to the achievement of acceptable goals. A well-prepared professional teacher utilizes this guide to plan an instructional program that takes advantage of the learning opportunities present in the school and community and adapts it to the needs, interests and potentialities of children.

A good kindergarten program helps each child become the individual only he or she can be and does not try to force the child into a blueprint of the five-year-old. A good kindergarten program builds upon what a child already knows about language, things and places; about attitudes, customs and feelings; and about the individual child, the family and other people. A good kindergarten program takes advantage of normal growth characteristics of five-year-olds and relates them to learning expreiences adapted to each child, what that child is now and needs to become. It reflects children's needs to use their boundless energy in their quest to find out about their world and the people in it; to play out and to talk about what they are trying to learn; to expereince approval for successes and reassurance when times get rough and to be understood when their capacities for independence vary.

Five-year-olds require an educational program that stresses satisfying experiences but which also offers opportunities to learn by correcting mistakes under guidance from the teacher. A good kindergarten program allows for differences among children in maturation and readiness to learn and regards these as conditions which can be influenced. Kindergarten teachers plan experiences to build foundations for concepts in social studies, mathematics, science, health, language arts and other fields. They provide many types of learning media and time for children to observe, explore and experiment. Five-year-olds need many opportunities to talk, to listen, to sing, to dance, to dramatize, to laugh, to investigate and to wonder; they must become sensitive to the many stimuli in their environment and learn to react with enthusiasm and understanding.

A good kindergarten program has built into it a consideration for the needs and interests of parents. The kindergarten teacher must take the initiative in developing a sense of partnership with parents who inevitably share in the educational process. Many parents need help in learning to understand the values and purposes of kindergarten so they can support its program by influencing what the child does and learns at home. The qualities of the teacher-parent relationship developed during the kindergarten year establish foundations for constructive home-school relationships for the future. A good kindergarten teacher contributes significantly to the educational program when he/she helps groups of parents understand, for instance, that play is the vehicle through which young children learn or when the teacher helps parents to understand why children reach their expectations but still need and deserve acceptance. In addition to being led to an awareness that they are valuable resources for enriching a kindergarten program, parents should expect to profit personally from having a five-year-old in school.

Kindergarten children can and should learn much that is intellectually significant. Key concepts in cognitive areas should form the basis for content selection directed toward development of increased competence and understanding. What they do make essential is a program planned to contribute to development of a child as a total individual, always considering the inevitable fact that children come to school with a wide variation in potential for learning and that any good educational program accepts this condition as normal and adapts to it. There is nothing to be gained by attempting to implant the first grade program into the kindergarten; make the kindergarten a junior first grade or haphazard babysitter. Neither is it wise to establish unscalable barriers between what is taught in first grade and what is permissible in kindergarten. The program of education represents a continuum which is not definable by grade levels. Rather, it is a progressive entity for each individual.

The kindergarten curriculum consists of a guided set of experiences appropriately adapted to the maturity, potentialities, interests, needs and experiential backgrounds of a group of five-year-old children. It is educative and developmental in intent and it reflects the social and cultural aspirations and values of the society it serves. Kindergarten accepts children as products of their culture and as individuals whose personalities and potentialities for learning represent the gamut of the population. The kindergarten curriculum is the vehicle for introducing a hetrogeneous group of children to the educational system established by society for its benefit. The kindergarten teacher assumes responsibility for providing learning opportunities that will promote the optimal development of each child so the first year of school will be a satisfying and productive first step toward a lifetime of education.

PART I

ADMINISTERING THE KINDERGARTEN PROGRAM

- Education staffs should participate with teachers from other regions in workshops prior to the beginning of the program. A follow up of periodic workshops throughout the year would be beneficial.

- This guide has a suggested schedule, but any schedule should be flexible, should fit the needs of the children and should continually be varied to help five-year-olds remain alert and receptive to learning. (See pages_40-42)

- During the first week of the kindergarten program, it may be helpful to have children attend in small groups on a staggared basis; i.e., four or five the first day, four or five the second day and so on. On the fifth day, have all the children. This orientation practice helps the children become acquainted with the school and the new environment. The teacher can relate closely with the children in small groups during the first four days.

- The teacher can gain much information and facilitate learning by making home visits prior to and during the progress of the kindergarten program.

- The practice of inviting mothers to help one day a month has proven particularly helpful. They have an opportunity to view the children in their activities, learn about the instructional program and get a better understanding of what is and is not taught in kindergarten.

VALUES THAT PARENTS AND EDUCATORS SHOULD EXPECT FROM THE KINDERGARTEN

The following are values to be expected from the kindergarten:

- Increasing ability to work and play cooperatively, to understand and appreciate each other

- Development of improved health habits; i.e.. cleanliness, proper eating and safety

- Early recognition of physical defects

- Development of children's understanding of their physical environment

- Growth in the children's ability to express themselves through language, art, music and rhythms

- Widening of children's experiences

- Development of good habits of work and care of materials

- Improvement of physical skills

- Development of parents' understanding of school through working cooperatively with children and teachers

- Special services for exceptional children or children with unusual needs

BASIC REQUIREMENTS FOR A GOOD KINDERGARTEN PROGRAM

The following are basic requirements for a good kindergarten program:

1. The skillful guidance of trained professional personnel

    - The kindergarten teacher is an extremely important influence in the lives of the children. To a great extent, the teacher determines the child's attitude, not only to the initial adjustment to school, but also to the whole approach to education.

2. A safe stimulating environment planned and equipped so that children can have a wide variety of meaningful first-hand experiences through manipulating, tasting, smelling, seeing and hearing

    - Language communication is developed through practice, observation and example

    - Ideas and feelings are communicated non-verbally through the use of art media

    - Ample opportunity is provided for experiencing music as a listener, performer and creator

    - Experiences are provided which build concepts of number, size, shape and dimension

    - Experiences are provided which enable children to better understand the physical world

    - The program provides equipment and opportunity for developing and growing physically

    - Satisfying experiences in social competence are provided; a setting is provided in which appropriate interpersonal relationships, leadership and fellowship, responsibility and freedom, can be practiced and in which a valid self image can be developed and preserved

    - The program provides time and equipment for meaningful play

    - The program provides experiences in observing and exploring the community

3. Cooperative home and school relationships

    - Parent and teacher working together can accomplish far more than either one working alone

    - The teacher establishes a home visitation schedule and visits each child's home at least once during the kindergarten year

OPERATING THE PROGRAM

Legal Basis and Financial Support

The legal basis for the establishment and operation of the kindergarten program under the State Foundation Program is cited in the Idaho Code, Sections 33-208, 33-201, 33-202, 33-1001 and 33-1002.

Teacher Preparation and Certification

Idaho Statutes unequivocally require all persons to be certified by the State Board of Education in the capacity for which they are assigned by the local district. Without such certificate, a person has neither the right to teach nor the right to receive compensation for services rendered. Idaho issues certificates valid for service as a kindergarten teacher. Requirements are set forth in the Idaho Certification Standards for Professional School Personnel.

Class Enrollment

It is recommended that enrollment in each class be limited to approximately twenty children. An early childhood ratio of 8-12 children per adult is most desirable. (One teacher and one aide) This provides the proper balance and interaction among the five-year-olds and adults that is necessary for proper development.

Admission Age

Idaho Code, Section 33-201.--SCHOOL AGE.--The services of the public schools of this state are extended to any acceptable person of school age. "School age" is defined as including all persons resident of the state, between the ages of five (5) and twenty-one (21) years. For the purpose of this section the age of five (5) years shall be attained when the fifth anniversary of birth occurs anytime before the beginning of the sixteenth day of October; however, for a resident child who does not attend a kindergarten, "school age" shall be the age of six (6) if this age has been reached before the beginning of the sixteenth day of October.

Length of School Day

A day of attendance for a kindergarten child is one in which a child is present for a period of two and one-half hours under the direction of a teacher while school is in session. Should a school district, because of extenuating circumstances, find it necessary to deviate from this time, either to shorten or lengthen the day, it must request permission from the State Board of Education. This request must be made in writing and include the reasons for the deviation and a schedule of activities for the kindergarten day. The request must be made prior to the beginning of the kindergarten program in order to receive state funds.

Transportation of Children

Special consideration needs to be given to the half-day schedule of the kindergarten when planning for transporting children to school, since an extra bus may be required. The driver must be an individual who understands and can work with young children. Provisions for safety may also require the presence of another adult in a bus filled with five-year-olds.

HEALTH AND SAFETY OF CHILDREN

Before the kindergarten year begins, the following should be done:

Physical Examination
Parents take the child to a doctor for a complete physical examination, including dental, sight and hearing checks. Free clinics are usually available.

Birth Certificate
Secure a birth certificate for the child.

Enrollment Blank (Registration)
Provide parents with an enrollment blank for the child on which they will record for kindergarten use:

- Results of physical examination
- Any emotional problems or handicaps
- Allergies
- Child's position in the family, names and ages of siblings
- Parent's home and business phones
- Family doctor's phone or someone,other than parent, to call in case of illness or accident

(See Appendix E, page 130 for sample registration form)

Throughout the year, the following should be done:

- Request the parent to keep the child home when ill and ask for a doctor's permit for return to school following a communicable disease
- Secure signed permission slips from parents for field trips
- Keep a first aid kit available
- Stress that children should never accept a ride with strangers
- Have frequent fire drills (see the school's safety regulations)
- Never relax supervision
- Set good examples in health and safety habits

RECORD KEEPING AND TEST INFORMATION

Authorities agree that the pre-school years are the learning years and should not be overlooked as an appropriate time for short term intervention and/or prevention programs. However, the goal of screening and/or testing for the short term intervention in kindergarten should be to identify the relative strengths and weaknesses of the individual child and prescribe instructional programs that will build on the strengths and supplement the weaknesses.

Test results should be considered as supplementary information. The tests may assist the school in determining a child's strengths and weaknesses in addition to the observations of the child's behavior.

Collecting samples of children's work, records of activities and the use of checklists for completed tasks are other methods used in kindergarten.

The school should provide for record keeping of each child's entrance information, follow-up observations, parent conferences and various test and achievement data. (See Appendix E, pages 129-132, for suggested forms.)

Standardized tests may be utilized for the evaluation of kindergarten children. Although many of the available tests are useful for assessing levels of reading readiness, achievement, intelligence, perceptual-motor functioning and other areas of concern associated with a child's readiness for learning, the tests should not be used in isolation.

The selection of appropriate standardized tests should involve input from personnel who are directly involved with the child in the public school setting: the classroom teacher, administrators, school psychologists, counselors, school health officials and other concerned professionals. Personnel utilizing the results of the administration of such instruments should be familiar with the limitations and strengths of the instruments.

Some helpful references for the selection and evaluation of standardized measurement instruments include the following:

PSYCHOLOGICAL TESTING, Ann Anastroni, 3rd edition, MacMillan and Co., 1970

KINDERGARTEN TEST EVALUATION, the Center for the Study of Evaluation and the Early Childhood Research Center, UCLA Graduate School of Education, 1971

TESTS IN PRINT II, Oscar K. Buros, The Gryphon Press, 1974

THE SEVENTH MENTAL MEASUREMENT YEARBOOK, Oscar K. Buros, The Gryphon Press, 1972

PART II

THE HUMAN ELEMENTS
IN THE
KINDERGARTEN PROGRAM

ABOUT THE CHILD

All kinds of children come to kindergarten. When they come, nothing is more obvious than their individual differences. They are all young children, but they are not the same in chronological age, in maturity, in physical characteristics or in attitudes and aptitudes.

- Johnny is not yet five; Mary will be six in February.
- Jimmy can do handstands; Billy is just happy to have two feet on the ground.
- Sally wears size seven dress; Jenny is a petite three.
- Ruthie is full of fears; David has no inhibitions.
- Jimmy talks all the time; his twin brother says nothing.

They are a room full of opposites:

Facile, skilled - awkward, stumbling
Quick, energetic - slow, deliberate
Rough, rowdy - timid, subdued
Artistic, original - unimaginative, non-creative
Intelligent - slow learning
Chattery, verbal - inhibited, non-communicating
Constant problem - never a problem
Too young - too old

Different as kindergarten children seem, they do have some common characteristics:

- They want to be thought of as quite "grown up" yet at times they revert to excessive infantile behavior.
- They like "big" words yet they frequently use baby talk.

- They are direct and to the point yet they are not always sure of the difference between fantasy and reality.

- They laugh and love humor yet they cry with equal ease.

- They are limited in experiences yet they understand more than most people give them credit for.

- They are searching constantly - touching, handling, watching, listening, assessing - feeding their ever-growing powers of conceptualization.

In short-term descriptions, kindergartners are:

Active
Eager
Noisy
Excitable
Challenging
Sympathetic
Sensitive
Curious
Investigative
Questioning
Tractable
Loving and lovable

To the teacher, these differences emphasize the importance of understanding child development and knowing, in particular, the characteristics of four-, five- and six-year-olds. This knowledge of developmental levels helps the teacher to make a truly careful diagnosis of any kindergarten child and gives a basis for meeting the child's individual needs.

In analyzing the level of development of each child, the following descriptions may be helpful. It is well to remember that in early childhood years, girls usually mature more rapidly than boys.

Physically, the kindergarten child:

- Is growing more slowly than in earlier years

- Has tremendous drive for physical activity - - running, jumping, tumbling, pushing, pulling, lifting, carrying, balancing and digging

- Is quiet for only short periods of time

- Needs frequent change in activity

- Enjoys games with plenty of movement
- Is full of activity but fatigues easily
- Has good motor control but, generally, smaller muscles are less developed than larger ones; often dawdles because of muscular immaturity; may do well in one motor skill and not in another
- Has usually developed hand preference by end of kindergarten
- Is susceptible to communicable diseases and the common cold, but tends to build up immunity during the first year in school

Intellectually, the kindergarten child:

- Is active, eager, interested and curious
- Learns by doing, experiencing, observing, questioning, imitating, examining, exploring and investigating
- Derives more satisfaction from the process than the product
- Is eager to learn; profits from concrete experiences
- Shows interest in the here and now; has an increasing interest in the faraway
- Has a growing attention and interest span
- Is interested in stories and books; has some difficulty distinguishing between fantasy and reality
- Likes to have someone read to him/her
- Clarifies understanding of relationships through dramatic play, art, movement and construction
- Demonstrates that language is the most efficient tool; exemplifies that "energy is talking"
- Can tell fairly long stories in sequence

- Begins to draw more realistically; advances from the scribble stage
- Is growing in ability to think; to conceptualize
- Begins to solve own problems; sometimes needs adult guidance
- Likes to finish what he/she starts, shows sense of order in working and putting away toys and materials
- Can carry play from one day to another
- Needs chances for many wholesome sensory experiences

Emotionally, the kindergarten child:

- Needs recognition for accomplishments
- Gauges success or failure in terms of what the adult seems to expect
- Needs a sense of belonging
- Responds to praise, encouragement and consistent direction
- Thrives on trust, fairness and achievable standards
- Finds security in definite routine
- Needs to live in a reasonably predictable world
- Is growing in emotional stability and usually accepts punishment without resentment
- Does not always accept opposition without sulking and crying
- May begin to show rivalry as they develop a self-concept
- Has a strong emotional link with the home
- Often allows the emotional tone of the morning to govern the entire day
- Is prone to show fear of the new and unusual

- Is not always able to distinguish right from wrong by adult standards
- Has a constantly growing sense of humor, laughs at childlike jokes, silly words, unusual or unexpected sounds
- Is serious and businesslike in play activities

Socially, the kindergarten child:

- Seeks companionship of other children
- Is anxious to gain group approval
- Plays best in groups of two to seven children
- Is protective toward playmates and siblings
- Is interested in household activities
- Needs adult help in learning to share materials and taking turns
- Is not able to work or play without frequent approval
- Has few adult prejudices
- Is willing and eager to assume responsibility within his/her level of maturity
- Is improving in assuming responsibility for care of personal belongings
- Chooses and changes friends frequently
- Is self-centered, yet growing in unselfishness
- Is a great talker; but needs time to express his ideas
- Is learning to listen purposefully
- Needs achievement according to ability

THE KINDERGARTEN TEACHER

The kindergarten teacher discharges educational responsibilities commensurate with those of teachers at any other level of the school system. The professional and personal qualifications must be equivalent to those established for all other teachers, with additional consideration being given to the special demands of the position. The teacher must have the minimum requirements of a baccalaureate degree, including a program of professional education and student teaching at the early childhood level, which qualifies him/her for certification to teach young children in the State of Idaho as outlined in Idaho Certification Standards for Professional Personnel.

Professional Growth and Characteristics

The kindergarten teacher:

- Takes professional courses and attends conferences and workshops
- Maintains certification with State Board of Education
- Builds good relationships between school, home and community; establishes a program of home visits
- Sees each child as an individual; is sensitive to the child's growth and learning needs; helps that child develop according to his/her own rate
- Enjoys working with young children and their parents; maintains a warm, friendly relationship with them
- Understands how young children grow, think, behave and learn
- Recognizes and praises each child's efforts; encourages independence, resourcefulness, creativity and responsibility
- Knows and makes use of community resources by providing rich learning experiences for children

In addition to meeting professional standards for kindergarten teachers, candidates should possess personal characteristics and compentencies essential to effective discharge of their special responsibilities.

Personal Characteristics

Certain attributes have always been associated with the successful kindergarten teacher - patience, sincerity, warmth, inner calm, understanding, flexibility and, certainly, intelligence. To most five-year-olds this many-talented individual is simply "my teacher."

"MY TEACHER" is a rare personality and can best be described in the following way:

- Is a warm, friendly, assuring person - - the child's security away from home
- Knows a great deal about child development and understands the differences in maturity, needs, behaviors, interests, achievements and potentialities
- Is above prejudice, favoritism and negative criticism
- Knows how to be mother/father, teacher, healer, guide, counsellor, leader, follower, diciplinarian, friend and confidante; and, as any doctor, the teacher feels an obligation to hold in confidence the family secrets a child unwittingly tells
- Is flexible, adapting herself/himself to the demands and needs of many types of children
- Is well organized, yet able to operate efficiently in routine kindergarten "disorder"
- Has endless patience, accepting temperaments and tempers for what they are
- Has a tremendous sense of humor to carry him/her through almost daily unexpected happenings and interruptions that mark a busy kindergarten
- Is sincere and honest, straightforward, trustworthy and truthful, for the teacher knows that no one senses sham more quickly than the young child
- Has a ready smile and a gentle voice to calm the fearful, assure the timid, bolster the weak, and channel the strong

- Appreciates creativity and originality in children, recognizing that the five-year-old needs a continuous outlet for these traits

- Understands the relationship of all that happens in the kindergarten to the success or failure of the children in the years to come

- Has a sense of timing and a knowledge of when to let children have authority and when to assume control of a situation

- Is sympathetic but not coddling, understanding but not overly permissive

- Knows a great deal about many things, or at least knows where to find the answers, recognizing that children know and want to know much about the most unexpected things

- Is able to study a classroom of children and decipher their individual and collective needs

- Has "eyes in every corner of the room"; that is, knows what is going on without obviously displaying awareness

- Has a positive outlook toward life, knowing that children are easily influenced by the teacher's attitudes, ideals and values

- Is physically strong and energetic, ready for life in the kindergarten which, at best, is taxing

- Has challenging ideas and the initiative to implement them

AIDES AND PARAPROFESSIONALS

Recognizing the challenge of meeting individual needs, many schools employ a paraprofessional or aide to serve as a "second pair of hands" for the kindergarten teacher. The aide may work with the entire class, with a small group within the class or with an individual child. This enables the school to provide a ratio of one adult for 8-12 children.

Although the direction of the kindergarten program is the teacher's responsibility, teacher and aide must work cooperatively and have mutual respect for the role each plays in guiding learning.

Through new and routine experiences the aide can further the teaching-learning situation in the room by assisting in all phases of the program and by contributing ideas and courses of action to better implement that program.

The paraprofessional can help the teacher in many ways.

The teacher and aide both have to be warm, human and caring people to do their demanding jobs. They must have the kind of relationship with one another that is as close as that of fellow explorers.

The attitudes and feelings the teacher and aide have toward each other, the children and work in general, influences the children more than any classroom arrangement or curriculum. If they are open to new learning, are obviously pleased to see the children learning and care for them as people, the children will develop positive attitudes toward school, work and each other.

Aides, voluntary or hired, should be selected with the human-helping characteristics which are given above. In addition, all aides should have prior orientation and training before being placed in the kindergarten classroom. This training may be given by the local school district, kindergarten teacher or in a more formal setting, such as at a college.

SOCIAL LIVING IN THE KINDERGARTEN

When children come to kindergarten they have several needs in common, to:

Feel welcome
Accept and be accepted by other children
Become a cooperative member of the group
Develop or extend a wholesome self-image
Be secure in this new place

No child can achieve all this alone. There must be leadership from the teacher. It is from the teacher that security comes. Children know whether they are important, whether their ideas are recognized and whether mistakes are accepted and corrected with understanding. They know whether they are welcomed or rejected. Perhaps the major responsibility of any teacher is to assure that each kindergarten child develops a real feeling of "belonging."

On feeling welcome:

Children come to feel welcome through simple everyday experiences:

- Hearing and expressing informal "good mornings" and other personal greetings using the child's name

- Engaging in conversations with the teacher and/or other children on the child's level

- Sharing room tasks with the teacher and children; i.e., watering plants, caring for pets, mixing paints, washing brushes, scouring the sink, etc.

- Questioning and finding a teacher who is willing to answer

- Planning with the teacher for a proposed activity, personal or group

- Discussing problems of living together, such as:

    - sharing equipment

  - taking turns
  - being considerate of others
  - being reasonably quiet
  - assuming a share of responsibility
  - displaying common courtesies

- Participating in friendly games, singing, conversation, discussions

- Becoming acquainted with all the school personnel:

  - the principal
  - the custodian
  - the nurse
  - the librarian
  - the cooks and others

- Receiving help, encouragement and constructive criticism in work-play activities

- Participating in a friendly, three-way interchange including parent, teacher and child

- Enjoying humorous situations with teacher or children

On being accepted:

For most children, to accept and be accepted is a major adjustment. No longer can the individual kindergarten child always do what he/she wants to do, play with what he/she wants at the time he/she wants to do so. This frequently causes behaviors of aggression, rejection or, at best, frustration. To help establish mutual understanding among children, the wise teacher:

- Keeps a watchful eye as children work

- Encourages cooperative activity such as block building, homekeeping or dramatic play

- Invites two or more children to share an art activity

- Asks two children to team up for classroom chores
- Encourages children to discuss plans and try to reach an agreement
- Helps children select companions at lunch, rest or play periods
- Sees that each child gets an occasional turn to do something important

What about cooperation?

Cooperation is an essential for good citizenship but young children have little concept of this.

- They find it hard to be friendly to someone they scarcely know.
- They can't appreciate another individual until they develop some common interest or until the individual demonstrates some special talent.
- They cooperate poorly unless they have a common purpose; i.e., working and playing together.
- They learn to cooperate by contributing their own special talents to any enterprise providing the differences in those talents are accepted without comparison.

On building that self-image:

Every child needs a place in the sun. For this reason, competition is minimized and the worth of each student maximized. Where comparisons are made, children suffer loss of self-respect and deflection of the spirit.

To be known and to grow as a person, every child needs freedom to:

Find a place in the group
Choose daily activities
Tackle problems that are important
Learn something new
Express personal opinions
Share achievements with others

On achieving security:

If the school and its program are made for the child, then security should be an ever-growing attribute.

Most children grow where self-responsibility and independence are tempered with reasonable control and where affection, acceptance and encouragement are constant and genuine.

Most children find their security in very simple things:

Equipment that appeals to them
Time to enjoy it
Expectations geared to their ability
Enough responsibility to give a feeling of work well done
Help and suggestions when necessary
Much praise for each small achievement
Comfort when tired

PART III

KINDERGARTEN IS A COOPERATIVE VENTURE

THE HOME-SCHOOL RELATIONSHIP

Today, as never before, emphasis is being placed upon the importance of reciprocal home-school relationships. Although the education of all children begins in the home, there is an increasing awareness that the home can no longer afford the diversified experiences imparative for the complexity of current society. The necessity of providing suitable guided learning activities has become a joint effort of parent and teacher. This coalition is vital for the optimal development of the child.

Home-school contacts are of many kinds. The contact which the school makes BEFORE the child arrives is essential to mutual understanding and confidence. This may be achieved in several ways:

1. Prepare a kindergarten letter or flyer and send it to parents of prospective children.
2. Hold spring visits before the fall admission period. Invite small groups of children with their parents to observe the regular kindergarten session. If desirable, ask children in groups of three or four to visit without parents. Encourage them to participate in group activities or play.
3. Visit the home.
4. Send the child a card welcoming him/her to kindergarten.

Orientation Meeting

This is an additional meeting in the beginning of the school year to:

- Establish a cooperative relationship between home and school for the welfare of the children
- Build up mutual respect
- Prevent any first-day difficulties
- Relieve apprehensions and tensions

Parent involvement is an essential and integral part on any acceptable program for the education of young children. Before the opening session, a meeting with the parents should be scheduled. A special effort should be made to encourage the attendance of both fathers and mothers. The program presented should include a presentation of the philosophy, objectives and experiences planned, as well as suggestions for parent participation.

Registration Day

Where there has been no previous contact, this becomes the initial meeting of the parent and child with the school. The teacher learns about the child's background and observes their first reactions to school. The parents and child form their first impression of school and the teacher. As much as possible, registration should be informal and pleasant.

Registration Day (cont.)

Information to be procured at registration should include the following:

Birth Certificate
Proof of immunization
Name of parents
Address and phone number of person, other than parent, to be contacted in case of emergency
Health inventory

(See Appendix E, page 130, for sample Registration Form)

Parent Visits

Parents should always be welcome in the kindergarten. It may be wise for the teacher to inform the parents of school routines so that visitation time involves an active period rather than a rest period. A sufficient period of adjustment to kindergarten should be given the child before parents notify the teacher of their pending visit.

Home Visits

By visiting the home, the teacher may sometimes find answers to certain behaviors of a child. A visit also tells the parent that someone else is vitally interested in their child.

Telephone Calls

These are probably the least effective and informative of all home contacts. Phone calls are fine for reminders and for short recognition of some achievement of the child. Written notes, in some areas, must be curtailed because of the degree of literacy of the parent.

Home-school contacts such as these, help to maintain an "open-door policy" and provide the essential ties that promote basic understanding of the entire school experience.

Reporting to Parents

Reporting to parents is an important way to establish a wholesome bond between teachers, parents and children. A progress report may be sent home at the mid-point and at the end of the session. These reports should include remarks such as: "It is especially important that parents of kindergarten children work closely with the teacher. You are, therefore, invited to visit the class and confer frequently with the teacher." Conferring should have precedence over reporting because there is much interpretation needed in any reporting of kindergarten progress.

Parent Conferences

If possible, two parent conferences should be scheduled; one near the opening and one near the close of the session. The first conference may be a "get-acquainted" conference in which the teacher gets a health history. As the teacher learns about the physical development of the child he/she can glean something about the parents' attitude toward the child, status of the child in the family and the parents' expectations of the child.

Parent Conference (cont.)

The second conference must be geared to relating the child's progress and readiness for first grade.

Parent conferences are held to get information, to establish confidence in kindergarten procedures, to solicite parental cooperation and to give the parent necessary information. The individual conference gives both the teacher and the parent an excellent means of understanding each other and the child and is recognized as one of the best ways of reporting to the parent. Caution must be exercised that the conference remains a two-way exchange and not just a period of listening for the parent.

(See Appendix E, pages 131 and 132 for sample Conference Sheet)

Parent Participation

Parents are eager to help but may need guidance in ways of helping. They may work as a group to solve some problems such as: securing appropriate equipment or helping with field trips and excursions. Individual parents may be chosen to do something special such as:

- Assist with eye examinations and height and weight records

- Help with a special activity; i.e., a parade or making cookies

- Serve as resource person; i.e., a parent may be a fire fighter, a nurse or a store keeper

Parent-Teacher Meetings

Such meetings are to help the parent and teacher to become better acquainted. Often held in the beginning of the school year, the meetings provide a means for explaining current classroom programs and exchanging ideas. Subsequent periodic meetings help to sustain the compatibility established in the initial meeting.

BOOKS FOR CHILDREN

One of the most important contributions the kindergarten makes in the life of the child is the development of a love for, interest in and appreciation of books. A child's later response to reading may be conditioned by his first experiences with books, the choice of picture books and picture story books. The teacher needs to know the field of children's literature so that he/she will be able to select books of quality that appeal to various interests of the children. Books should be selected that are: about familiar, everyday subjects; short and written in simple, correct English with many clear, colored illustrations. Many books, supposedly for young children, fail to hold their interest because they are not attractive in appearence and the vocabulary is above the child's level of understanding. Picture books which have definite plots, endearing and childlike heroes, and with text and pictures interwoven so one supplements the other, have qualities with childlike appeal. The pictures should be simple in line, clear in color and not present too many objects at one time.

Paul S. Anderson, in his book LANGUAGE SKILLS IN ELEMENTARY EDUCATION, gives the following suggestions for reading a picture book:

- Gather the children closely around you, either on low chairs or on the floor
- Sit in a low chair yourself
- Perform unhurriedly
- Handle the book so that children can see the pages at close range
- Know the story well enough so that you do not need to keep your eyes on the page at all times
- Point out all kinds of minute details in the pictures so that the children will look for them each time they handle the book in the future
- Encourage laughter and spontaneous remarks
- Make illustrations as personal as possible by relating them to the children's own experiences
- Impart your own enjoyment of the book

PART IV

FACILITIES IN THE KINDERGARTEN
AND
BASIC EQUIPMENT

FACILITIES IN THE KINDERGARTEN

Facilities providing for kindergarten education have three interrelated functions to perform:

- House children who are learning
- Provide an environment for learning
- Facilitate learning

The following suggestions are offered for those districts anticipating building or remodeling:

- The kindergarten should be in safe, attractive, functional quarters, away from a main highway. The unit should be on the ground floor. No basement rooms should be used. Outside entrances to play areas should open directly from the room or be conveniently near. Rooms should be well-ventilated, dry, warm, pleasant and well-supplied with windows low enough for children to see out. Temperature should be 68 to 70 degrees at a point two to three feet from the floor. Floors should be covered with an easily-cleaned, non-slippery material, such as; carpeting, battleship linoleum, vinyl or rubber tile. Lighting conditions should be checked for the recommended 25-35 sustained candlefoot of illumination.

- Colors of ceiling, walls and furniture should properly reflect light and add cheerfulness.

- There should be ample bulletin board space built low enough for children to view their own art work; low open shelves for unit blocks, transportation toys and other materials, with space adjacent for building or other play activities. Closed cupboard space for equipment is also necessary. There should be a low sink with running water in each room. Hand washing facilities, work tables and sinks, with hot and cold running water, should be provided.

- Individual open lockers near the entrance are best for storing children's clothes. A space for resting mats can be provided in each unit.

- Toilet facilities should be easily accessible to both the room and outdoor area and should be child-size. Consideration should be given to the inclusion of toilet facilities within the room.

- A child-height drinking fountain near the play area door makes it convenient for both indoor and outdoor players. (Drinking fountains connected to sinks have been found to cause congestion.)

- Since young children need plenty of space in which to move about, there should be a minimum of thirty-five square feet per child indoors, exclusive of storage space.

- A large, open floor space should be available for group meetings near the piano for rhythms, dramatic play, games and large muscle equipment. This will be facilitated by grouping a minimum of tables and chairs in one area.

- For other recommendations regarding buildings and equipment, see the State Manual For School Building Planning.

- The State Department of Labor should be consulted regarding the State Safety Standards prior to arranging for facilities which have not been designed for kindergarten or school use. That Department's help could save the school district considerable problems at a later date.

PROVIDING THE SETTING

Children's abilities and interests are extremely varied. Because of this, the kindergarten setting must be equally diversified and must offer something from all the areas that might appeal to a child. Investigation and probing of either ideas or things cannot take place in a void and experimentation and examination occur only when there are places and things to explore. With this in mind, the good kindergarten provides a setting as varied as the children who engage in it.

- Physical apparatus and big blocks for large muscle development
- Manipulative games, puzzles, objects and materials to strengthen small muscle coordination
- Books of all kinds to explore new ideas
- Mathematical devices for those who are interested
- Science equipment to encourage experimentation
- Music equipment to lift the spirit
- Audio visuals of all kinds to enrich personal and group activities
- Language arts materials to intrigue the mind
- Art materials to stimulate esthetics
- Industrial tools and devices for the mechanically inclined

From the time each child arrives, he/she should find things that:

Stimulate intellect
Arouse curiosity
Improve thinking and problem-solving ability
Lead to dramatic play
Provide for physical activity
Encourage construction
Inspire creative expression
Demand communication of ideas
Call for sharing and cooperation
Broaden human relationships
Develop standards and values
Require manipulation

SUGGESTED EQUIPMENT FOR KINDERGARTENS

Most textbooks on kindergarten education give comprehensive lists of furniture, equipment and materials. The following suggests the essentials for carrying on a program outlined in these guildlines.

Basic Equipment: (Starred items would be helpful)

1. Tables for children - one table for every 4 to 6 children. One table should be lower than the rest to accommodate very small children
2. One chair, scaled to child-size, for each child
*3. Refrigerator, unless room has access to a cafeteria
*4. Teacher's desk and chair
*5. Piano, on a dolly if possible, stool or chair
6. Record player, records, projector and rhythm instruments
7. Workbench and tools; i.e., hammer, saw, pliers, screw driver, nails soft wood, vise, clamps, large nuts and bolts; small, real tools, not toys
8. Metal cans for used milk cartons, unless glass containers are used
9. Two large wastebaskets
10. American flag
11. Two or more easels
12. Large wood or heavy cardboard blocks
13. Unit blocks
14. Housekeeping equipment - dramatic play - stove, sink, cupboard, table and four chairs
15. Cabinets or shelves for toys and other equipment
16. One large table for painting or display use
17. Corkboard display space
18. Bookcase or book display rack
*19. Equipment for resting
20. Broom, bucket, dust pan, sponges, cleanser, soap and extra paper towels
*21. Sandbox and/or water table
*22. Hot plate
23. Clock
24. Bulletin board
25. 4 room dividers per classroom

Large Toys:

1. Rocking Boat
2. Indoor seasaw
3. Wagon
4. Tricycle
5. Climbing gym
6. Swing set
7. Wheelbarrow
8. Teeter totter or equivalent
9. Empty barrels
10. Punching bag or equivalent
11. Light weight planks with cleats

SUGGESTED EQUIPMENT (cont.)

Suggested Small Toys:

1. Unbreakable dolls, puppets; children may make their own
2. Doll carriage and cover
3. Ironing board and iron
4. 2 toy telephones
5. Child-size cooking utensils
6. Table service
7. Cleaning equipment-broom, mop and dust pan
8. Wood trucks, buses, airplanes, fire engines and boats
9. Tinkertoys
10. Lincoln Logs
11. Constructo toys
12. Simple wooden puzzles
13. Balls of various sizes- 5", 8", 10"
14. Jump rope
15. Rubber or plastic animals
16. Garden tools
17. Toys with mechanized parts-screws, bolts and nuts
18. Peg board
19. Dress-up clothes
20. Doll clothes
21. Hollow blocks
22. Large wooden or plastic stringing beads
23. Lotto games
24. Group games

Teacher's Materials:

1. One pair 10" shears
2. Stapler and staples
3. Paper punch
4. Masking tape
5. Scotch tape
6. Straight and safety pins
7. Meterstick
8. Two boxes cleansing tissue per month
9. Magic markers
10. Paper clips
11. Paper fasteners
12. Pencils
13. Rubber erasers
14. Chalk and eraser for blackboard
15. Desk wastebasket

Equipment for other interest areas is listed in this guide under the headings of Art, Music, Science, etc.

The State Department of Vocational Education Consultant for industrial arts is an excellent resource for information and workshops on cardboard furniture. This furniture can be readily utilized in many aspects of the kindergarten setting.

NOTE: See Appendix C, page 116, Unit Blocks.

See Appendix D, pages 122-127, for room plan with home-made materials and furniture suggestions.

PLANNING CENTERS OF INTEREST

To foster these goals, the kindergarten teacher must plan centers of interest that help create a pleasant, homelike atmosphere and, at the same time, present an invitation to learning. They must, in addition, be so designed that they contribute to the development of specific desired behaviors.

LIBRARY CENTER

Center of Interest

Books of all kinds
Storybook figures
Stereopticon or story-viewer
Story tapes
Picture files
Puppets
Listening areas

Behavioral Goals

- Develops interest in books
- Uses graphic materials
- Roleplays favorite storybook characters
- Improves in language facility
- Respects rights of others to share books and equipment
- Is reasonably quiet while "reading" but exchanges reactions with friends
- Handles books and materials properly
- Asks for additional books and magazines

HOUSEKEEPING CENTER OR DRAMATIC PLAY

Center of Interest

Playhouse or kitchen and living room area with:

Dolls and doll clothes
Cuddly toys
Silverware
Rocking chair
Iron and ironing board
Refrigerator
Cupboard
Washline and clothes pins
Doll bed and bedding
Dishes and cooking utensils
Telephones (2)
Soap, laundry materials and tub
Doll carriage
Stove
Table and chairs
Dress-up clothes(both male and female)

Other props for store, office, station, etc. can also be provided for varied learning experiences.

HOUSEKEEPING CENTER OR DRAMATIC PLAY (cont.)

Behavioral Goals

- Uses correct names of common kitchen equipment
- Shares willingly
- Takes turns cleaning
- Puts dollhouse in order
- Plays well with others
- Dramatizes familiar home roles
- Learns give and take
- Exhibits sense of family values
- Uses correct utensils when eating

MUSIC CENTER

Center of Interest

- Record player (a manual one is best)
- Piano
- Rhythm sticks for each child
- Tuning fork
- Rhythm band instruments:
  - Tambourines
  - Jingle bells
  - Clogs
  - Sandblocks
  - Tone blocks
  - Cymbals
  - Triangles
  - Baton
  - Drum
- Pitch pipe
- Materials to make home-made instruments:
  - Cigar boxes
  - Rubber bands
  - Bottles
  - Metal lids of several sizes
  - Metal buttons
  - Small nail kegs
  - Water glasses
  - Round cereal boxes
  - Innertube pieces
  - Sandpaper
  - Aluminum pie pans
  - Wood blocks

Behavioral Goals

- Participates in some form of music
- Listens to many forms of music
- Interprets rhythms, at times
- Keeps reasonable time when using rhythm instruments
- Releases emotions through music
- Helps to sing

MUSIC CENTER (cont.)

Behavioral Goals (cont.)

- Claps or keeps time, if not singing
- Relaxes to music
- Handles instruments with care
- Puts instruments away when finished with them
- Experiments with materials for making instruments
- Hears difference in pitch and intensity
- Improvises with instruments or with body

ART CENTER

Center of Interest

Easels
Paste and glue
Paints (tempora and finger)
Brushes 1/2 - 3" wide
Collage
Felt
Paper bags, plates and cups
Pipe cleaners
Containers for storing brushes and paints
Pieces of sponge
Wallpaper samples
Burlap
Wire
Crayons (wax and hard)
Scissors
Paper (for drawing, painting and fingerpainting)
String
Cloth odds and ends
Paper scraps
Spray paints
Clay
Enamel paints
Screening
Oilcloth samples
Rolls of mural paper
Thin clothes hangers

Behavioral Goals

- Expresses ideas in own way
- Is self-reliant in use of materials
- Participates in varying sizes of groups
- Evaluates own work and work of others
- Wants own creative efforts recognized
- Compliments the efforts of others
- Completes projects already begun
- Discusses work with others
- Varies use of media

ART CENTER (cont.)

Behavioral Goals (cont.)

- Knows color names
- Combines several media into one product
- Shares objects of "beauty"
- Looks at illustrations in books
- Rearranges work or play areas
- Decorates objects or surrounding room areas
- Shows correct care and use of tools
- Assumes responsibility for cleaning up

BLOCK CENTER

Center of Interest

Large wood blocks
Boards (8" x 4')
Cardboard blocks
Assorted smaller wooden blocks

Behavioral Goals

- Shows a sense of proportion and design
- Begins to understand principal of balance
- Begins to understand measurement, size, shape, texture and weight
- Uses imagination and role-play

SCIENCE CENTER

Center of Interest

Aquarium
Magnets
Specimens
Animal cages and pets
Measuring cups and spoons
Terrarium
Prisms
Exhibits
Weights
Watering can

Behavioral Goals

- Examines realia (stones, leaves, fossils, etc.)
- Experiments with apparatus and materials

SCIENCE CENTER (cont.)

Behavioral Goals (cont.)

- Finds answers for self
- Inquires about specific experiences
- Brings in and shares materials and ideas
- Contributes to class discussion
- Cares for and feeds wild or domestic animals
- Participates in group projects and experiments
- Is curious about natural and man-made forces
- Classifies objects and events

SOCIAL STUDIES CENTER

Center of Interest

Globe
Pictures
Dolls from other lands
Magazines
Maps
Posters
Puppets
Newspapers

Behavioral Goals

- Uses social studies objects in free activity period
- Asks questions about posters, maps, pictures and news items
- Brings in additional posters, pictures and news items
- Tells about personal experiences connected with topic
- Begins to understand people of other times and places

AUDIO-VISUAL CENTER

Center of Interest

Projector
8mm. projector and cartridges
Stereopticon
Overhead projector
Small screen
Viewmaster and reels

Behavioral Goals

- Uses less complicated audio-visual materials
- Shares materials

Behavioral Goals (cont.)

- Shares interest in films, filmstrips, etc.
- Takes care of equipment
- Discusses or asks questions about what has been seen

Wealth of equipment, although certainly a contributing factor in stimulating interest, is not a guarantee of continued growth and eagerness for learning. Other aspects of more importance have to do with what actually happens in the kindergarten:

- Is there easy access to everything in the centers of interest or is the equipment so out-of-reach that no one notices it?
- Is there freedom to use the equipment or do rigid rules and restrictions tend to disenchant children?
- Is there TIME to explore the room or is every moment of the day structured for the class?
- Is there opportunity to express ideas that develop from use of the materials and equipment?
- Is there a place to exhibit all the added bits and pieces that children bring, if encouraged?
- Is there a follow through of "teachable moments" that spring from the children's explorations?

PART V

DEVELOPING
YOUR
KINDERGARTEN CURRICULUM

CAREER EDUCATION AND KINDERGARTEN

Career Education is a concept which can be implemented in the classroom easily and one which will enhance the learning experiences of the child. There are three basic phases of Career Education: awareness (K-6), exploration (7-9) and preparation (10-Adult).

> "The objectives of Career Education are to help all individuals: (a) want to work; (b) acquire the skills necessary to work; and (c) engage in work that is satisfying to the individual and beneficial to society." (Kenneth B. Hoyt, U.S. Office of Education)

Many opportunities are provided during a child's kindergarten experience to help him/her become AWARE of the world of work, whether it be work for leisure time activities or work for compensation. There is no need to drastically change the curriculum to accomplish the awareness phase of Career Education. The kindergarten interest centers are excellent for providing career awareness.

The field trip to become familiar with the dairy and how milk is produced offers opportunities for the child to become aware of the world of work. Discussions prior to, during and following the field trip about work, working people, what qualifications they need, etc., can be utilized.

Resource people that are brought into the classroom can also assist the teacher in implementing the Career Education phase of AWARENESS. The police officer, discussing traffic safety, could tell what qualifications and training it takes to become a police officer. The dentist, discussing oral hygiene, could add a great deal to the experience by sharing with the children his/her training background and work experience. The activity of telling what parents do for a living is probably the most basic of kindergarten activities and lends itself to the concept of Career Education.

This is Career Education in action and can make the future school experiences of a child meaningful.

ESTABLISHING A SCHEDULE

Children need time to do what is important to them. Although many kindergarten children seem to operate in high gear, they change direction often and sometimes stall completely. Most of them move at their own rate and not always at the pace adults expect. Pressuring children to "hurry up" rarely helps; if anything, it hinders. Many five-year-olds are not even aware of their lack of speed. They believe they are moving with alacrity. This is an important reason why kindergarten programs are, or should be, built around large, flexible blocks of time.

To designate exact allotments of time for each kindergarten to follow is neither wise nor possible. For this reason, several types of daily schedules are proposed that may be adapted easily to individual tastes and needs. Each schedule is semi-structured and is subject to change at the discretion of the teacher. The schedule outlines general blocks of time, yet provides for alternating quiet and active periods and a balance of indoor-outdoor experiences.

None of these schedules reflects a designated time period for going to the lavatory as a group. Children should be free to use the lavatory as needed on an individual basis.

SCHEDULE I

8:45 - 9:30	Free Activity Period	12:45 - 1:30
9:30 - 10:00	News, Discussion, Poetry, Fingerplays, Concersation and Concept Development	1:30 - 2:00
10:00 - 10:15	Singing, Marching, Rhythms and Calisthentics	2:00 - 2:15
10:15 - 10:30	Wash hands and Snack	2:15 - 2:20
10:30 - 10:50	Outdoor Play	2:30 - 2:50
10:50 - 11:30	Quiet Activities (Rest, Music Appreciation, Record Stories, Filmstrips, Table Activity, Story)	2:50 - 3:30

SCHEDULE II

9:00 - 9:15	Free Play	1:00 - 1:15
9:15 - 9:35	Opening (Conversation, Singing, Sharing, Planning)	1:30 - 1:35
9:35 - 10:00	Work Period (Free Choice, Construction, Arts and Crafts)	1:35 - 2:00
10:00 - 10:20	Outdoor Play	2:00 - 2:20
10:20 - 10:40	Wash Hands and lunch	2:20 - 2:40
10:40 - 11:00	Rest and Quiet Activity	2:40 - 3:00
11:00 - 11:30	Group Activities (Music, Stories, Natural and Social Sciences, Dances, Rhythms)	3:00 - 3:30

SCHEDULE III

9:00 - 9:30	Opening (Conversation, Singing, Sharing, Planning)	1:00 - 1:30
9:30 - 10:30	Work Period (Free Choice, Arts and Crafts, Construction, Concept Development, Individual and Small Group Activity)	1:30 - 2:30
10:30 - 11:00	Health Period (Indoor-Outdoor Play, Wash Hands, Lunch, Rest)	2:30 - 3:00
11:00 - 11:30	Group Experiences (Music, Stories, Natural and Social Sciences, Films)	3:00 - 3:30
11:30 - 11:50	Free Play	3:30 - 3:50
11:50 - 12:00	Evaluation, Plans for Next Day, Dismissal	3:50 - 4:00

SCHEDULE IV

(Time allotments are based on a 150-minute session)

Unstructured Activities - 20% (30 minutes)

Group Meetings - 15% (22 minutes)

Work Time - 20% (30 minutes)

Lavatory Needs - 9% (13 minutes)

Snack Time, Rest - 13% (20 minutes)

Music, Rhythms - 10% (15 minutes)

Language Arts - 13% (20 minutes)

Different as the framework may be, the programs have identical goals:

- To help the child learn about the world in which he/she is growing
- To assist in understanding the world's standards and rules
- To guide toward productive living in that world

FINE ARTS IN THE KINDERGARTEN

It is generally agreed that any worthwhile and stimulating program of study includes experiences that enrich children's learning. This is as true in the kindergarten as in any other area. Educators of today are basically agreed that mere factual learnings are about as useful as gardens without fertilizer and are realizing, increasingly, the need for greater emphasis on the fine arts. No longer peripheral subjects, they are now an integral part of the total program.

In any curriculum one usually thinks of the fine arts only in terms of music and art. They are, of course, an integral part of every phase of the school day and, therefore, the major consideration. There are, however, elements of the fine arts in such things as drama, dramatic play, literature and poetry. To be completely technical, one would have to include the sciences, too, for the study of life and the world in general is a thorough lesson in composition, form, design, color, shape and relationship.

Emphasis on all the arts is important inasmuch as they contribute to the child's total growth in many ways. They help the child to:

. Build insights and concepts about the world through:

  Experimentation
  Exploration
  Evaluation
  Examination
  Expression

. Enjoy the beautiful in life

. Make more satisfying use of time

. Release energies in constructive ways

. Express those feelings that need expression of some kind

. Think more imaginatively and creatively

. Appreciate other people and their contributions to life

. Become more resourceful

. Develop self-dicipline

. Escape from regimentation into more original channels

A particularly important reason for an emphasis on fine arts in the kindergarten is that children tend to apply these qualities to any work they do. In later life, for example, the attributes that help a child to become a creative painter, writer or musician can make him/her an equally productive scientist. Certainly it is true that children who are exposed to and participate in the fine arts, find new ways to work, play and live. Mauree Applegate realizes the importance of this when she begs, "Let's get rid of the deadly dullness of our American classrooms where too many teachers are teaching only by the prompting of a manual or by the use of the packaged educational-mix. Let's stretch our creative thinking so that all the children who are still bumping their heads on the ceilings of classrooms may be helped to find the sky." (1)

To open the way to that "sky", what can be done? Although it would seem that there is no limit to what is expected of the classroom teacher, there are several things to be considered:

. Few children choose the same fine art as a creative activity. Some want to dance, some paint, some draw, some create with words, some enjoy quiet rhythms, some sing, some hum and some may just listen.

. For personal satisfaction, the arts of listening, watching and appreciating are vital since most children and adults remain at a very simple level as performers.

. Any experience in the fine arts must be the children's own invention through which they dance in their own way, paint the way they want to paint, sing the songs they like to sing, listen to the music they want to hear and say what they want to say in the way they want to say it.

. Fine arts help children to make good use of their time in a spirit of joy and contentment, in a mood of relaxation yet fascination.

. Fine arts are important for their therapeutic values. Children with a variety of problems or negative behaviors tend to relax and to lose some of their anxieties as they work with art materials, listen to music, react to rhythm and "talk out" their feelings.

Begin With Music

Music is the one fine art that has a direct line to the soul and spirit. Angry or frustrated children unconsciously stamp out a warlike rhythm, pounding with feet, fists, and occasionally, the head! Happy, excited youngsters bounce and skip, twirl and twist all over their world in a merry outburst of joy. Pensive, perhaps apprehensive, children retreat to a corner where they find solace in gentle humming to themselves or to a teddy bear. Virginia Austin aptly says, "In a child's world, music doesn't walk alone. It is always accompanied by dolls, bears, cowboys, Indians, snowflakes, spaceships, butterflies, dragons and monsters! Music, you see, is one of the best fields for a child to learn from his own experience. It is not an experience which is always directed at him or planned for him nor an experience that demands the help of others but one that can be carried out by himself for his own particular enjoyment."(2, pp.53-61)

Satis Coleman, long an authority on children and their musical tastes, declares that every child has a need for music:

". As a tension release. . .

. For cultural pleasure

. For the development of his esthetic sense

- For a health-giving interest
- As an escape measure - - a means of getting away from himself and others
- As an emotional outlet
- As a means to voice those feelings that demand expression of some kind
- For the social contacts which music making or music appreciation will bring him
- For the self-dicipline it requires if the child wishes to really develop his native talents."(3)

Every child has an innate seeking attitude, a sort of reaching-out-for experience, a drive toward further discovery, greater skills and more knowledge and appreciations. If talent is free, allowed to express itself with no entangling conflicts, it is the greatest natural builder of the ever-seeking attitude. This attitude can be gratified in these ways:

- Lead the child with genuine talent throught the rigors of training and overt dicipline as well as self-dicipline. This is the stimulus the really gifted child needs to fulfill his/her ability.
- Give the child with no particular gift, opportunity to express and sometimes share his/her own interpretations of music through creative rhythms, song, dance or instruments. This is an avenue of personal enrichment.

To do this, experts agree that the school must provide a quite varied program of music.

Natalie Cole says	. "No two children should be expected to use the same outlet for emotional release. Some may wish to dance, some may profit from quiet rhythms, some may sing, others hum and some may just listen."(4)
Doris Champlain remarks	. "Of all phases of music education the art of listening is the most important. Because most of us remain at a simple level as performers, we must continue to listen to many kinds of music for personal satisfaction."(5)
Hughes Langston writes	. "Let us remember that music comes to the child as easily as breathing - - if we let him be his own instrument, dancing his own way, singing the songs he likes to sing, listening to the music he wants to hear."(6)

The kindergarten is an excellent place to begin the development of musical taste and the stimulation of an ever-growing appreciation of music. The kindergarten teacher can make music come alive in the classroom if these practical suggestions are followed:

- Let every child, regardless of ability, participate in the music program. It is not the purpose of the school to make musicians but to make children music-conscious.
- Give every child opportunities to demonstrate musical reactions in whatever way he/she chooses.
- Provide a varied background of music for listening to help develop discriminating tastes.
- Use singing less frequently in a specific period and more often as a spontaneous release from work.
- Try instruments to curb the restlessness of a rainy day or for any other tension release.
- Use records for accompaniment to many things; one experience often leads to other ideas.
- Remember, as a teacher, you do not have to be a musician; all you need is a sensitivity to music, an appreciative spirit, an enthusiasm that is "catching" and a heart that "sings its own melody because of the beauty it has within it."(7)
- Take heart if you can't play the piano; try an autoharp, bells, small marimba, glockenspeil, guitar, banjo or ukelele. Today, any instrument is acceptable and the greater the variety, the better.
- Remember, little children enjoy those musical experiences which have most reality with themselves- -their own voices and bodies.

Continue With Creative Art

Self-expression is a vital element in the growth process of young children, It is through this creative process that one integrates the inner, unique self with the outer world. Art is one form of self-expression which young children indulge in naturally because they are driven by curiosity to experiment and manipulate their environment. Art is a means of ordering the world and is a personal response in the ordering process. For inarticulate children, art may be their only safe mode of communication. Therefore, the art process for the young child is more significant for growth at this stage of development than the art product. This being so, the wise, sensitive teacher does not intervene with directions of what to make.

Guidelines For Fostering Creative Art

- Do not alter the children's work- -by word or deed; if you do, it is no longer their's. If the children want to tell you about their pictures, be happy to take each story dictation - but on another sheet of paper. Do not say, "What are you making?" or "That looks like a rainy day."

. Let the childern discover for themselves how to create new colors by mixing. Start with the three primary colors. Later, give them the secondary colors.

. Do not offer your critique; i.e., "But a whale is not pink." The choice may express some inner relationship or is, more likely, an accident. Do not force false concepts to please you or you will destroy the perception of form and order the children are creating. Their processes of experimenting are based on what they know, see and/or feel. The children must be allowed to progress freely until perceptual awareness and knowledge of the materials merge into a full, meaningful relationship.

. Art is growth--a continuing process. The children paint what they feel. We cannot "correct" their drawings or clay forms. There is no right or wrong in the art process for young children because they are expressing their points of view, not an adult's.

. No models - for the best development of creative thinking, the child is not presented with models to copy because the process of giving shape to an idea is destroyed. Models may be used when the teaching goal is a specific product. This, however, would not be creative art. Model copying destroys self-confidence, builds false skills, hinders initiative and atrophies the imagination.

. The teacher's role is to provide a rich variety of well-organized materials and media each day. Plenty of time, encouragement and honest respect for the child's creative process is also necessary.

Brush Painting

Many times, the child is able to paint at the easel absorbing preoccupations and give form and shape to experiences and feelings, thereby affording an emotional release. Through painting, the child's inner life of fantasy, imagination and feeling is released and expressed.

Materials and procedures:

Easels, table tops or floor
Aprons or smocks (plastic or vinyl)
Newsprint, 18" x 24"(secure by metal clips, masking tape or pincher type clothespins. When using tape, painting may be stuck on a wall to dry.)
Long-handled, 10" brushes, with variety of bristle widths (wash brushes after each session, store brush-end-up.)
Powder or liquid tempora (mix to concistancy of pancake batter.) Recipe: 1 can paint powder; 2 cups liquid starch; 1 cup liquid detergent; mix (electric blender does a good job)

Brush Painting (cont.)

Materials and procedures: (cont.)

Heavy glass jars for visibility of color (allow children to choose brushes and jars of paint from large tray.)
Shelves or rack to hold paint jars
Wooden laundry rack or walls for drying

Fingerpainting

Fingerpainting is a tactile, rhythmic, free, big, expansive, colorful, gooey and messy activity. It is important for its process. As a dried product, it is a meager reminder of the rich process which preceeded it. On an aesthetic level, it encourages creative expression through direct contact between creator and product and lack of any arbitrary standards. On a psychological level, it offers the chance to be expansive and sensory.

Materials and procedures:

Recipe: 1 cup liquid starch; 1 cup cold water, mix and add 2 cups hot water; cook over medium heat, stirring constantly; when liquid is clear, remove from heat and add 2 Tblsp. Glycerin; blend in gradually 1 cup mild soap
Or pour out liquid starch on paper, sprinkle on powder paint for children to mix
Fingerpaint may be applied directly to table top which provides the freest painting experience
Or apply fingerpaint to large squares of oil cloth (18" x 24") which can be wiped off; Or use shelf paper or butcher paper (shiny side up), dip in shallow pan of water to dampen
Introduce fingerpainting with one color first; second time, add another color choice; later, have available all the colors for self-selection; let children decide how many colors and how much paint they want to experiment with

Clay

Clay is smooth, wet, slimy, chalky, sticky and gooey. It is hard and rough when dry. It can be a very noisy but relaxing experience. It is messy, pliable, crumbly, unreliable, heavy and a mass (MASS). It has an earthy odor. Pounding and throwing it down on the table is a healthy, aggressive experience.

Materials and procedures:

Grapefruit-sized hunk of soft clay for each child at one table
Square of masonite board, 18" x 18". (Using reverse side makes clean-up easier for children)
Clay may be pounded, poked, twisted, pulled, bent, slapped, caressed, broken, rolled, stretched, flattened or squeezed. Like fingerpaint, it can encourage specific rhythmic activity by the use of chanting or simple sounds
No models to copy; clay should be an expressive experience at this stage of the child's development

Crayons, Markers and Chalk

These tools are more confining than painting or clay. They demand more small muscle control and preceptual maturity. Children create more representational drawings which gives them feelings of pleasure and mastery. Because markers move with less resistance and offer brighter color, they are an ideal tool to offer children who want to draw things.

Crayon materials and procedures:

Five- and six-year-olds can control the small crayon (offer all eight colors in an individual box or can to each child)
Manila paper, 12" x 18", soaks up the crayon better than newsprint
No coloring books (they promote dependence, inhabition, frustration, rigidity and stifling of the innate creative spirit; coloring is lazy and certainly not to be considered art-work)
Don't worry if a crayon gets broken or the paper peeled off; a bare crayon, on its side, makes broad strokes of color

Marker materials and procedures:

Use water-based markers, large size, all eight colors
Use newsprint, colored construction paper or manila, 12" x 18"
Discourage pounding with the felt end; point out how the end gets jammed up inside, making the marker unusable

Chalk materials and procedures:

Colored or white chalk on blackboards or black paper
Chalk on wet butcher paper or shelf paper, 12" x 18" or longer (wet with a sponge before coloring with chalk)

Paper, Scissors and Paste

Paper, paste and scissors aid in the development of the small muscles of fingers and hands, and promote the ability to coordinate hands with eyes. As children experiment with various materials, they develop, through manipulation, new concepts of color, shape, texture and design. In this way, they are extending and deepening their connection with the world by shaping some of it on a personal scale.

Materials and procedures:

Paper for background: colored construction, heavy white, cardboard, roll ends, wallpaper samples, etc.
Paste in individual containers, with no brush or stick (the sensory experience of paste on the fingers is an important growth experience)
Scissors (some left-handed), which work easily
Things to be pasted; bits of colored, cut or torn paper, etc.
Present precut or torn shapes the first time--either random or geometric shape, not figures of houses, trees or animals (these limit creativity and focus on an adult concept that the child feels he/she must imitate)
Allow and encourage the children to tear or cut paper into the shape or size they desire
Offer gradually increasing variety of materials to choose from, each in its own container

Collage

Making a collage is primarily a textural experience, both tactile and visual. It is helpful in the development of sensory perception, spatial concepts, small muscle and eye-hand coordination. It is the most stimulating of the pasting activities because of its three-dimensional aspects and the use of real objects.

Materials and procedures:

Foundation should be strong enough to hold glued objects; i.e., corrugated cardboard, shirtboard, shingles, plywood scraps, meat trays, linoleum tiles, etc.
Equipment: scissors, stapler, paper punches, Elmers glue (small individual bottle for each child), scotch tape, etc.
Collage materials may be organized by kind, at first; i.e., feathers, beads, sticks, pine cones, sawdust, etc. (later, they should be organized by quality; i.e., textured, patterned, see-through, shiny and shape; each variety is stored in a large transparent container)
Let the children choose the size and kind of cardboard or foundation they want to work with
Allow a free choice of materials from well-ordered, individual boxes in the center of the table, plus a bottle of glue for each child

Dramatic Play

Dramatic play is an all encompassing part of everything that children do. As a result, it is an area in the kindergarten which is often overlooked and taken for granted. The opportunities for imaginative play are endless; almost every activity provides possibilities. The unstructured quality and freedom created by this does not mean, however, that nothing is required of the teacher. The opposite is true. If dramatic play is to be a rich learning experience for children, it calls for a great deal on the part of the teacher. Planning and preparation are the key. These, along with guidance and unobtrusive observation, create an environment in which the child can feel free to experiment and to fully experience thoughts and emotions. The atmosphere is one of understanding and acceptance. The teacher's role is one of non-intervention; of guidance rather than direction.

In this role, the teacher can learn much about the children. By listening and watching, the teacher can, without interrupting the play, gain insight into the children's interests and abilities; their strong and weak areas; the things that are bothering them; and, most important, learn how they percieve themselves.

Dramatic play offers the teacher an opportunity to learn about the children; but, it also offers the children an opportunity to learn about themselves and their world. The experiences a child lives through in dramatic play provide the basis for adult life. Because of this, the teacher should work to provide the most satisfying experiences possible. An atmosphere conducive to dramatic play can be created by providing the child with unstructured blocks of time, adequate space and flexible materials. Stimuli, such as props and/or field trips, should also be provided. Along with this, it is important to allow the child a time and place to be alone and the opportunity to indulge in simple daydreaming. By varing the environment to meet the children's needs, they will be free to react spontaneously and creatively to all the senses: what is seen, heard, felt, touched and tasted.

Dramatic play in the kindergarten serves many purposes:

- It reflects the children's attitudes.
- It gives wholesome or unwholesome release to emotions; if the latter, the teacher must do some clarification of values with the child.
- It is a means of expression, with or without words.
- It encourages social contacts and child relationships.
- It develops language skills; expression of ideas.
- It provides a vent for the purely imaginative, fantastic and delightfully individualistic rearrangement of everyday occurances; i.e., breakfast can be a wonderful mixture of peanut butter, ice cream and chocolate pie, with no harm to anyone!
- It is a channel whose quality may be spurred or enriched by adults, but not interfered with or changed unless the play is beyond the confines of acceptable behavior.
- It is the little child's "work"; it is the older child's avenue to interpretation, thought and action.
- To adults, dramatic play is the key for guiding children into the balanced, mature personalities every parent and teacher seeks to develop.

Poetry, Too, Is Everywhere

Putting words into poetic form is that exquisit fine art skill which few of us dare to claim, yet, unwittingly, experience in every walk of life. Dr. Miriam Wilt writes, "Words are the colors on my pallette" and "Poetry is everywhere, but our ears are not tuned in."(8) Leland B. Jacobs comments, "Poetic words are a way of turning the mundane, ordinary or menial into something illuminating, engrossing and extraordinary. It is a meeting of the spirit and words to form something fit, reasonable and beautiful about life. It is a highway to divorcing oneself from realities and moving into the very real life of the imagination. It is abstraction, yet experience; it is reality, yet fiction; it is adventure, yet seriousness; it is mystery, nonsense, fancy, wonder. It is moods of nature, moments of love, walking with kings, talking with animals. It is journeys into the past and space flights into the future. It is magic and make-believe, hopes and dreams, foibles and fancies. To the child, it is a questing, a seeking in growing and growing up; to the old, it is a return to battles fought or lost, to a final victory yet to come. Sensitive, critical, perceptive, appreciative, these are the poetic heart, be he eight or eighty."(9)

GUIDANCE SERVICES

Under the direction of the school psychologist, staff members may plan, select and administer appropriate readiness tests. This testing may be done near the close of the program and aid in determining placement levels for first grade.

In addition, it is recommended that individual tests be administered as the need becomes evident.

SPEECH AND LANGUAGE SERVICES

The school speech and hearing clinician should be responsible for the screening of all kindergarten children in hearing, speech and language. Those children identified as needing special help may be enrolled in programs providing these services. Before a child is enrolled in any special program, a home contact should be made and parental permission obtained.

The speech and hearing clinician should be a consultant to parents and teachers to ensure and reinforce correct speech habits and language development in the home and in the classroom.

LIBRARY SERVICES

Classroom library corners should be kept freshly stocked. A visit to the public or school library may be a planned kindergarten experience.

HEALTH SERVICES

Physical fitness is essential to a child's well-being and to progress in school. It is recommended that parents supply verification of a medical and dental examination at the time of enrollment. In case of indigent parents, arrangements should be made for providing the necessary examinations through the county or state welfare agency.

Provisions should be made for vision, hearing, speech and educational screening and weighing under the direction of the school or public health nurse. The school nurse should work closely with teachers and administrators to develop and implement a kindergarten health and safety program which is coordinated with the regular school health program. The nurse will be responsible for conferences with individual children and their parents, for making necessary home visits, for planning follow-up conferences and for arranging referrals to medical facilities.

THE HEALTH AND PHYSICAL PROGRAM IN THE KINDERGARTEN

Health, safety and physical experiences are an integral part of the total kindergarten program. It is impractical to separate them, for each is interrelated and dependent upon the other. The kindergarten focuses on all three because a child's intellectual progress is in direct relation to his/her mental and physical well-being. Many times, a child's health needs must be corrected before he/she can adjust to the functions of the school. Working cooperatively with the school nurse, physician, psychologist and other health personnel, the teacher becomes the focal point in establishing a sense of well-being in kindergarten children.

With or without special needs, most five-year-olds have an innate urge for movement and activity; they do everything with vigor and zest. This is the reason the normal kindergarten is alive with energy. Because of this vitality, young children require two things- -outlets for their energy, plus rest and relaxation; a fact, five-year-olds rarely recognize on their own. It is the teacher who must understand and adapt to children's physical needs by providing alternating periods of quiet and vigorous activity.

It is also the function of the teacher to recognize when children need a change-of-pace and to facilitate daily experiences that promote relaxation. These may include:

Group discussions
Conversations
Looking at pictures, charts and posters
Snacks
Resting on cots or mats
Listening to a quiet story
Viewing a relaxing filmstrip
Looking at books, alone or with a friend
Listening to records
Easy table activities
Singing
Simple games

Physical exercise is provided through a variety of play expreiences and equipment that encourages the use of large body muscles and the development of fundamental motor skills:

Calesthentics
Rhythmic activities
Imitative or mimetic games
Running, hopping, jumping, skipping or climbing
Singing games
Circle games
Folk dancing
Isometric exercises
Throwing, bouncing, lifting or carrying
Marching
Using large muscle equipment

Stationary Equipment

Balance beam
Swings
Punching bag
Merry-go-round
Climbing rope
Slide
Horizontal bars

Steps
Jungle gym
Monkey rings
Ladder bars
Chin bars
Seesaw
Sandbox

Manipulative Equipment

Wagons
Trucks
Jump rope
Beanbags
Kegs
Tires

Tricycles
Hollow blocks
Balls
Barrels
Boxes

Where expensive equipment is neither available nor economically feasible, or where the kindergarten desires a kind of playground which is different from the usual mode, the following ideas are worth trying:

- Select a site that is naturally hilly and let the children run
- Bulldoze "mounds" for children to climb up and run down
- Aquire an old boat in which the children can "role-play"
- Provide a small abandoned airplane, if one is available
- Place flat stones on the ground for "stepping stones"
- Cover a huge concrete pipe with dirt, or use it uncovered, as a "tunnel"
- Build stone steps into a hill for climbing
- Hollow out a huge sandbox in the play area
- Build a short log fence for climbing, crawling and balancing
- Put old-fashioned swings in trees
- Get plumber piping and make a tire swing

On the playground or in the room, play may be of free choice, a directed experience or a combination of both. In the free period, children select their own activities, using whatever materials and equipment the school and a resourceful teacher can provide. Much free play may be role-play, dramatic play or imaginary play. The game of "Let's Pretend", for example, has a never-ending fascination in the kindergarten.

Arranged or directed play may be used to:

- Learn a new concept, game or activity
- Practice a fundamental motor skill
- Introduce a new piece of equipment

The role of the teacher is to:

- Supervise and observe the children
- Guide them in solving their problems
- Offer assistance with projects
- Provide new materials and activities when necessary
- Encourage all children to participate in some activity
- Join in some activities
- Give instructions in safe use of equipment
- Help children understand the importance of safety everywhere
- Encourage fair play and consideration of others
- Recognize that all children need fresh air, sunshine and exercise in cold weather as well as warm
- Emphasize the need for wearing clothing suitable to the season and temperature
- Show an interest in children's progress
- Give encouragement and praise for accomplishment
- Help every child to achieve some measure of success and satisfaction
- Stress participation and fun, not winning

In choosing physical activities and calisthentics or in selecting and teaching games to kindergarten children, the teacher may find the following suggestions helpful:

- Choose a play area that is safe, free from hazards and close to sanitary facilities
- Follow a planned seasonal program that parallels the growth cycles of children
- Choose activities and exercises that are beneficial to the majority of children
- Select adapted activities for the physically handicapped, but let the entire class participate
- Pick games that are simple, loosely organized and have a minimum of rules
- Include all children, in some way, in every game

- Present only one new game at a time
- Divide a large group into two smaller groups
- Play a game long enough for most children to understand the rules
- Let various children be "leaders" in calisthentics and assume responsibility in other suitable activities
- Encourage children to run a great deal; it is one of the most healthful of exercises
- Provide a balance of games, rhythms and drills
- Foster the development of social adjustment, self-dicipline, courage, sportsmanship and leadership
- Help children develop a spirit of fun

Minimal indoor space may present a problem in planning exercise and activity. However, this should not be an excuse for limiting physical experiences to only quiet ones. Space problems can be overcome in several ways:

- Move furniture as needed
- Arrange the classroom so an area is permanently provided for vigorous activity
- Use an imaginary track around the sides of the room as a traffic area
- Divide the class int[illegible]everal small groups and let one group engage in active pursuits w[illegible]e the others sing, clap or keep time with rhythm instruments
- Reserve use of the gymnasium occasionally
- Use hallways for exercise

Again - it's the TEACHER who:

- Fosters activities that require movement
- Encourages the child's natural love for movement
- Judges progress by comparing the individual child's skill with what he/she could do earlier in the year
- Makes no comparison with the child's neighbor
- Builds confidence in attacking new activities

The teacher also:

- Stimulates new ideas

- Uses careful observations as a tool of progress
- Recognizes the differences in children's physical abilities
- Provides activities that develop functional movements, to do a job or task and expressive movements, to express an idea or feeling
- Individualizes physical education so children become more skillful in the management of their own bodies
- Does not separate the boys from the girls for physical education

In Health and Safety the TEACHER:

- Emphasizes simple, but important, health routines:
  - Going to the bathroom when necessary, not at predetermined times
  - Washing hands before eating and after lavatory
  - Brushing teeth regularly
  - Using tissues or hankies when necessary
  - Eating regular meals and suitable foods
  - Developing good rest and sleep habits
  - Playing in the fresh air
  - Having confidence in the school nurse, dentist and/or doctor
  - Wearing clothes suitable to the weather
- Stresses safety procedures that protect the children in school:
  - Using sissors and tools with care
  - Putting toys and equipment away safely
  - Explicitly following fire drill regulations
  - Wearing proper shoes in the gymnasium
  - Watching for other people in the halls, on busses and on the playground
  - Playing in assigned areas
  - Learning to cross streets safely

SUGGESTED PHYSICAL ACTIVITIES FOR KINDERGARTEN

Games of Low Organization

Tag-type Games

A-Tisket, A-Tasket
Back-to-Back
Brownies and Fairies
Bull in the Ring
Caged Tiger
Charley Over the Water
Crossing the Brook
Duck, Duck, Gray Duck

Classroom Games

Cat and Mice
Changing Seats
Do This, Do That
Dog and Bone
Hide-in-Sight
Moving Day
Beanbag-passing Relays
Mouse Trap

Ball Games

Ball Pass
Ball-bouncing
Bat Ball
Beanbag Pass
Center Ball
Chase Ball
Circle Beanbag Toss
Simple Dodge Ball

Tag-type Games

- Floor Tag
- Flowers and Wind
- Fox and Geese
- Garden Scamp
- Good Morning
- Hound and Rabbit
- I Say Stoop
- Partner Tag
- Run, Rabbit, Run
- Squat Tag
- Squirrels in Trees
- Spider and Flies

Classroom Games

- Round and Round the Little Ball Goes
- Red Light
- I'm Hiding
- I See Something Red
- May I? (Giant Steps)
- Billy, Show Us What To Do
- Simple Simon Says
- Button, Button
- Bluebird, Bluebird
- Let Your Feet Tamp, Tamp
- Jim Along, Josie
- Follow the Leader, Do What I Do
- Mulberry Bush

Ball Games

- Sky-High Ball

Simple Ralays

- Forward Run
- Backward Run
- Skip and Run
- One-leg Hop
- Doggie Run
- Duck Waddle
- Automobile Relay
- Train

Sidewalk Games

- Hopscotch
- Square Hopscotch
- Snail Hopscotch
- Ladder Hopscotch
- Long-rope Jumping
- Short-rope Jumping
- Roller skating

Gymnastic-Type and Self-Testing Activities

Mimetics

- Airplanes
- Animal Imitations
- Bees
- Bell-ringing
- Bicycling
- Building a Stone Wall
- Butterfly
- Dolls and Toys
- Climbing Ladders
- Elevator
- Ferry Boats
- Follow the Leader
- Hammering
- Sewing
- Seesaw
- Skating
- Swimming
- Teddy Bears
- Statues
- Washing Machine

Story Plays

- A Day in the Country
- A Walk in the Woods
- Bear Hunt
- Building A House
- Christmas Trees
- The Circus
- Cupid at Valentine

- Firefighters
- Police Officers
- Holloween
- Getting Ready for Winter
- Growing Flowers
- Raking Leaves
- Moving Day
- Planting a Garden
- Letter Carrier
- Santa's Elves
- Sleeping Princes
- Snow White

Stunts and Tumbling

- Duck Walk
- Crab Walk
- Dog Run
- Indian Wrestling
- Kangaroo Hop
- Leap Frog
- Rabbit Hop
- Measuring Worm
- Wring the Dish Rag
- Forward Roll)
- Log Roll)on mats or
- Tip up)on grass

EXERCISES (count 8 on each of these)

- Balance on one foot; other foot
- Balance on toes; jump on toes
- Put arms out to side; swing arms in backward circles
- Stand on toes; stretch
- Hold arms straight forward; swing from side to side
- Put legs apart, hands on hips, sway from side to side
- Bend from waist; stretch arms and "swim"
- Put feet apart; with opposite hand touch toe
- Pick "cherries" in time to music; put in imaginary bucket
- Pick up apples; stoop and straighten
- Pump another child's hands
- Wiggle all over

Activities Using Apparatus

- Climb, sit, hang, turn on jungle gym or horizontal bars
- Climb ropes, poles or ladders
- Chin the Bar; Skin the Cat
- Walk the length of the balance beam in many different ways
- Swing off horizontal bar

Rhythmic Activities

Free Rhythms and Interpretations

- Camel, Elephant, Lion or Pussy Cat
- Clowns, Goblins or Elves
- Clocks, Watches or Jack-in-the-box
- Teddy Bears
- Bees
- Butterflies
- Flowers Swaying
- Snow Flakes
- The Wind
- Leaves Fluttering
- Trees Swaying

Nursery Rhymes

- Hickory Dickory Dock
- Humpty Dumpty
- Jack and Jill
- Jack Be Nimble
- Little Miss Muffet
- Old King Cole
- Queen of Hearts
- Ride A Cock Horse
- Sing A Song of Sixpence

Singing Games and Folk Dances

- A Hunting We Will Go
- Bluebirds
- Can You Dance, Malone?
- Carrousel
- Clap, Clap, Bow
- Clap Your Hands and 1-2-3
- Did You Ever See A Lassie
- Dance of Greeting
- Farmer in the Dell
- Giddy Up, I'm A Cowboy
- How D'Ye Do My Partner
- I'm Very Very Tall
- Jolly is the Miller
- Jump Jim Joe
- Lazy Mary
- Yankee Doodle
- London Bridge
- Did You Ever See A (Snowman, Goblin, etc.)
- Looby Loo
- Muffin Man
- Oats, Peas, Beans
- Red Light
- Roman Soldiers
- Rover, Red Rover
- Round and Round the Village
- I Like a Big Parade
- Merry-Go-Round
- Sally Go Round
- Swing Song
- Thread Follows the Needle

KINDERGARTEN CURRICULUM

The breakdown of material, under subject headings in the kindergarten curriculum, is intended as a scope and concept guide only. The kindergarten day is never scheduled in subject-centered time blocks. The objectives set forth in each area are accomplished as kindergarten children participate in daily activities; i.e., share, discuss, plan, work, play, dramatize, go on excursions, observe, interpret and evaluate.

Centers of interest provide for sections in the room and on the playground where children may work and play in the area of their choice each day. Some centers should be continued throughout the year while others should be changed or repeated. The playhouse, building corner, art area and library table are examples of centers which are good the year round. Science and number centers should be repeated as interest is shown. Seasonal and special day centers are temporary.

Units of work provide for concentrated endeavor in one area of interest. More than one unit could be in progress at a time. For example, spring weather could be observed while a unit on animals is in progress. Unit suggestions and appropriate activities are listed in this guide under the heading of Social Studies.

It is hoped that kindergarten teachers will use the guide in any way that will help provide better kindergarten experiences for children; keeping in mind the natural characteristics of five-year-olds and their needs. While the following units cover the several subject areas, the kindergarten child should not be taught on a segmented subject area basis. All teaching should encompass an interdiciplinary process.

NOTE: See Appendix B, pages 105-114. Suggested Units to be included in a program.

See Appendix A, pages 94-104, Annotated Bibliography of Selected Books and Professional Information.

THE LANGUAGE ARTS PROGRAM

An individual's ability to use symbolic language for communication purposes is probably the most essential skill in learning. Without it the source of information remains locked and thinking is restricted. This explains, in part, why language arts hold such a prominent place in the school curriculum, beginning at the earliest level, be it nursery school or kindergarten.

Facility in language develops from constant exposure to its symbols plus opportunity to use them. This is the reason parents and adults are urged to keep up a regular chatter or prattle with children from the time of birth. Even when it seems that the child is too young to be aware, he/she is learning from this early experience with language and through such communication with adults, is encouraged to try out sounds. From this trial use and the adult's interpretation, he/she learns to assign meaning to a particular sound or pattern of sounds.

For example, a parent's consistent talking with the baby brings about a "cooing". The baby not only enjoys hearing and making this sound but likes getting the recognition of others. As the child continues to experiment with his/her voice, lips and tongue, he/she changes the sound pattern to something that resembles "da-a-a". When the fond father appears and responds, "Da da is coming. Da da! Da da!", the child learns to associate the male figure with this particular response that he/she wants.

In similar fashion, words are learned; but, if the child recieves no encouragement in this learning, speech suffers. A child entering the kindergarten generally has a vocabulary of around 2500 words and has the facility for putting words into patterns to express thoughts or ask questions. The child has acquired concepts and information that are basic to communication from:

- Hearing the language
- Having first-hand experiences
- Using the language to express ideas and to ask questions

In short, the child has learned to converse.

The kindergarten program builds on the language the child brings to school, be it limited or enriched, considered socially acceptable or crude. Knowing that language develops from practice and as a person feels a need for expression, the kindergarten teacher encourages talk and arranges experiences from which the child can gain ideas to communicate with others.

This means that language arts is a two-faceted program:

- One supplies the content; i.e., what one talks about
- The other provides practice with symbolic language

Content comes from experiences such as:

Informal conversations
Classroom discussions
Show and tell time
Poems, rhymes and fingerplays
Stories
Films and filmstrips
Drama
Experimentations
Field trips
Use of resource materials

Practice is achieved through:

Listening
Conversation
Discussion
Reporting
Telling a story
Creating expression
Reading
Dramatizing
Language games
Singing
Giving directions
Observing social amenities
Delivering a message

In detail, this practice includes:

LISTENING

To:

Each other
Records
Stories
Poems and rhymes
Discussions
Music
Sounds
Directions
Announcements
Films
Tape recordings

For the purpose of:

- Abstracting central or important ideas
- Noting relationships and sequence of events
- Discovering feelings and actions of people or characters
- Securing sensory images
- Organizing ideas for retelling
- Hearing and discriminating sounds in language; i.e., rhymes, beginning sounds
- Developing more precise and enriched vocabulary
- Learning the order of words in a sentence
- Improvising sentence patterns
- Making critical judgements

- Sharing the ideas of others
- Clarifying personal thoughts and concepts
- Discovering ways of solving problems
- Adding to the knowledge the child already has

CONVERSATION

About:

- Birthdays
- Family events
- Illness, fears or personal concerns
- Experiences in and out of school
- New items in the room
- Visitors
- Unexpected or interesting happenings
- A new toy or pet
- A national event
- T.V. program or advertisement
- Any subject of interest to the children

During:

- Work and play
- At snack time
- In the cloak room
- In the centers of interest
- At dismissal
- In the playhouse
- As children arrive
- At the tables
- On the playground

With:

- The teacher
- One child
- Several children
- A large group
- A parent
- A visitor
- The principal
- Any school personnel

DISCUSSION

About:

- Daily plans and procedures
- Excursions and field trips
- Emotional reactions to an event
- Classroom problems
- The appearance of objects
- Care of materials and equipment
- Planned units of study
- Likes and dislikes
- Unexpected events or change of plans
- Health and safety
- "Timely topics", whatever they may be

REPORTING

About:

- A unit of study
- An event at home
- Local or national news
- How to do something
- Discoveries on field trips
- Reactions to an excursion
- A lost-and-found item
- The date and plans for a future event
- Incidents on the way to school
- A special experience

TELLING A STORY

That:

- Someone told or read
- Is original
- Adds to a subject of general interest
- Is seasonal

TELLING A STORY (cont.)

That: (cont.)

- Has an unusual focus
- Is an old favorite
- Has a deep-rooted meaning for the child

DRAMATIZING

Through:

- Favorite poems, fingerplays, rhymes or stories
- Role-play of people, situations or events
- Puppets; i.e., stick, paperbag, paper plate, stocking, finger, etc.
- Interpretive movement to express moods and emotions
- Charades or pantomime
- Choral speaking

LANGUAGE GAMES

For vocabulary enrichment and concept development:

- Role play of expressions such as:

  "Tall and straight"
  "Limp as a rag doll"
  "Wiggly as a worm"

- Acting out words such as, "jostle, crunch, sway"
- "Let's Pretend" games; i.e., "Let's pretend we're on a magic carpet. . .; Let's pretend we're all as tiny as mice. . ."
- "New Words For Old Games"

  Introduce new words in daily conversation
  Call attention to unusual words a child or visitor has used
  Recall new vocabulary words in film, filmstrips and on T.V.
  Describe the day as not just "rainy" but "dreary, drippy, wet, sloppy, miserable, etc."
  Find words that have similar meanings; i.e., big, large, huge, enormous, gigantic, etc.
  Exchange an English word for a foreign one when necessary

LANGUAGE GAMES (cont.)

- Rhyming Words Games: "I know a word that rhymes with. . .; i.e., ball, ring, fun, play, etc."
- Beginning Sounds Games: "I know a word that begins like. . .; i.e., ball, sing, kite, etc."
- Improvement of speech sounds through many games

CREATIVE EXPRESSION

That:

- Lets children
    - Make new words
    - Create silly jingles
    - Draw nonsense pictures and describe them
    - Tell how they feel or what they see in their own unique fashion
    - Start a story
    - Complete a story
    - Decide on their own tasks
    - Suggest unusual solutions to problems
- Asks children to react to specific words: i.e., mother, father, fun, eat or any other word that might bring a varied response
- Gets the children to think about novel ideas: i.e.,
    - "What is red. . ."
    - "So many things are blue. . ."
- Discusses a visit to a store or other building in expanded fashion:
    - Ways children might have traveled there; i.e., walk ride, run, skip, march, hop, strut, etc.
    - The parts of the building; i.e., floors, ceilings, aisles, counters, showcases, lights, entrances, exits, etc.
    - The different kinds of people the children saw on the way; i.e., by occupation- -clerk, mail carrier, garbage collector, taxi dirver, police officer, etc.: by age or size--baby, little girl, big brother, grandmother, a parent, etc.
    - The weather they experienced; i.e., cold, clear, lovely, cloudy, windy, etc.
    - What they could have purchased in the building
    - What other buildings are in the town
    - Occupations of the workers they saw

SINGING (discussed under Fine Arts)

GIVING DIRECTIONS

For:

- A game
- A task
- A place
- A method
- A solution
- A rule

DELIVERING A MESSAGE

To:

- The principal
- The teacher
- Parents
- Another child

OBSERVING SOCIAL COURTESIES

When:

- Playing
- Greeting visitors
- Working with others
- Answering the telephone
- Arriving or departing

WRITING

To improve:

- Small muscle control
- The child's understanding of the necessity for and the uses of writing
- Eye-hand coordination
- The child's interest in writing

Through:

- Manipulative activity of all kinds, indoors and outdoors
    - Playhouse activities
    - Simple table games
    - Rhythmic activities; body responses
    - Manuscripting own name (if he/she wants to)
    - Writing simple lables or signs
    - Signing cards or letters
    - Writing what he/she wishes
    - Block play
    - Practice with wrist and hand strengthening devices
    - Art activities:
        - drawing
        - painting
        - cutting
        - pasting
        - sawing
        - hammering
    - Copying letters or words seen around the room

. Functional preparation for writing

Dictating letters and stories
Recognizing his/her own name
Enjoying charts and displays
Making signs for and decorating the bulletin board
Creating invitations
Labeling personal locker
Addressing and signing letters or cards

Recognizing that there will be a wide range in the language abilities of any kindergarten class, the teacher must be ready for all the non-communicative children and the far advanced child who knows:

. Symbolic language is made up of sounds represented by letters which are arranged in certain patterns to form words. These are in turn placed in a particular order to express meaning.

Teaching must be individualized. Kindergarten, with its large, informal blocks of activity time, lends itself well to a one-child-to-one-teacher relationship. During the period of free choice, the teacher has an excellent opportunity for direct teaching with a single child at the level on which that child is operating.

Certain language arts skills, can be learned equally well in group situations. To be practical, the teacher may work with individuals, small groups or the total class in any language experience.

In all such activities, direct teaching and informal learning situations can be used to assure:

. The acquisition of new ideas and words

. The clarification and accuracy of concepts

. The development of listening, speaking, reading and writing skills

It seems important to re-emphasize that facility in language comes only from practice and practice comes only from being allowed and encouraged to talk. Silent children in silent classrooms cannot develop fluency in speech. It is the teacher's continuing task to:

. Arrange experiences that foster verbal reaction

. Plan opportunities for the learner to talk to

One friend--teacher or child
A small group
A large group

- Encourage each child to use the new vocabulary he/she has acquired

- Help every child to improve in all communication skills, verbal gesture, body movement and facial reactions.

By the same token, if children are to develop satisfactory listening skills, they need a good model. The teacher, therefore, must be sure to:

- Listen thoughtfully

- Look at the speaker

- Compliment good listeners

- Overlook distractions

- Let a child talk without correcting grammar

- Avoid repeating responses

- Let children restate and clarify

NOTE: See Appendix A, pages 94-104, for suggested books.

MATHEMATICS IN THE KINDERGARTEN

Mathematics is the overall science of dealing with the relationships of quantity, measurement and properties. In the kindergarten, the development of these concepts occur largely as an integral part of all other activities. From the abundant materials, situations and experiences in an active kindergarten, the competent teacher abstracts those learnings that are mathematical and have relevance for five-year-olds. In addition, the teacher plans for a variety of number situations to ensure that discoveries and concepts occur in quantity and quality. The teacher also makes these first mathematical experiences realistic and enjoyable by providing the children with a variety of manipulative materials and guiding them in their use.

Many of today's kindergarten children have been exposed to the world of numbers via television, telephone numbers, allowances and family shopping. They bring with them varying concepts of numbers. For this reason, today's teacher has a unique role. The teacher:

1. Must assess each child's personal awareness of numbers since every child has his/her own level of mathematical understanding. One child may comprehend only what two things are; another may comprehend what two hundred things are and ways of using them.

2. Must diagnose each child's individual competencies and readiness for further mathematical learning.

3. Must add those experiences that will develop additional concepts.

Whether number activities are planned or incidental, certain experiences occur in any good kindergarten. Through these experiences, the teacher continually assesses each child's developmental level and then provides for individual needs. The teacher also encourages the development of numerical concepts by surrounding the child with mathematical devices and giving ample opportunity to use them.

Such materials may include:

- An abacus
- A number of lines on the wall or floor
- Sets of picture cards
- Sets of number cards
- Sets of numerals
- Individual flannel boards
- One large flannel board
- Sets of felt cut-outs
- Geometric figures of felt, wood or cardboard
- Individual slates
- Chalk
- Boxes of beads, buttons, stones or beans for counting
- Bingo or Lotto Cards
- Dominoes
- Numbered blocks
- Simple number games and puzzles
- Weights
- Clock
- Scales
- Measuring cups and spoons
- Other sizes of measuring containers
- Tape measure
- Measuring sticks

Whatever their level of understanding, children can be helped through; games, observations, discussions, discovery and use of "things." The children develop initial or extended concepts of:

Quality
Place
Distance
Numerals
Ordinals
Number
Shape
Size
Speed
Relationships
Simple mental computations
Temperature
Weight
Height
Sets and subsets
Grouping
Counting

During the year, the average kindergarten child should have experiences with, and show some facility in, the following areas:

1. COUNTING

- Counts objects to ten or more:
    - Milk bottles
    - Straws
    - Cookies
    - Books
    - Pictures
    - Characters in a story
    - Pegs
    - Beads
    - Napkins
    - Girls
    - Dishes
    - Crayons
    - Papers
    - Objects on a page
    - Toys
    - Items in a collection
    - Blocks
    - Boys
    - Dominoes
    - Flannel board cutouts
    - Children in a game
- Understands ordinals (first, second, third, etc.):
    - First name, last name
    - First grade, second grade, etc.
    - First in line, second in line
    - First day of the week, fifth day of the week
    - First song, third song, last song
    - Directions given in sequence
    - Second row, fourth row
    - Group experiences retold in order
- Finds one-to-one correspondence in the classroom:
    - One coat; one child
    - One box; one child
    - One bottle of milk; one child
    - One cookie; one child
    - One chair; one child
    - One locker; one child

2. GROUPING and SETS

- Knows that a set may be a group of similar objects or a collection of different objects:
    - Different (dog, child or wagon)
    - Similar (group of boys or herd of sheep)
- Understands sets from two to ten:
    - Pairs, twins
    - Parts of the body (arms, legs, feet and eyes)
    - Couples in games and dances
    - Sets of wheels on movable toys
    - Sets in stories (Three Bears, Five Chinese Brothers)

GROUPING and SETS (cont.)

Groups of children
Piles of beads, pegs and blocks
Groups of pictures or books
Symbols on the calendar (set of sunny symbols, rainy symbols)
Objects on the flannel board
Sets in clothing (shoes, gloves, socks and mittens)

- Recognizes, on-sight, sets from two to six

- Sees differences and similarities in sets

3. NUMBER SYMBOLS

- Begins to recognize number symbols from zero to ten:

Dates on calendar
Ages
Clock numerals
Flash cards
T.V. signs
Addresses
Telephone numbers
Number games
Number puzzles
Newspapers, magazines and comic books

4. TIME

- Begins to understand this abstract concept through observation, conversation and functional experiences such as:

It's time to go home.
Our clock says nine o'clock; it's time to begin.
It's time for a story.
We arrived early today.
When the snow stops, we will go outside.
Ten o'clock - snack time!
Could you work a bit faster, we haven't much time.
You will soon be six-years-old.
Next year, you will go to the first grade.
It's time to clean up.
You may play a little longer.
I go to bed after my favorite T.V. show.
When both hands reach the twelve, it will be time for lunch.
When we go out to play, what time does the clock say?
Tomorrow is our party.
Yesterday was a rainy day.
Today, a new year begins.
How many days are on the calendar?
Yesterday was Monday; today is Tuesday.
On Saturday and Sunday, we sleep longer.
In two days, it will be vacation time!
It's almost time to go.
Today, we must finish what we started yesterday.
This afternoon, we will have a treat.
When is your birthday?
Let's mark our holidays on the calendar.

5. MEASUREMENT

- Begins to understand linear measurements through experimentation with:

  Measuring sticks, tape measures, varying lengths of string and wood
  Comparison of sizes of objects; i.e., dolls, balls, blocks, pencils or children
  Measuring distances of jumps, hops or bean bag tosses
  Playing "Kangaroo Hops, Bunny Hops, Baby Steps and Giant Steps"
  Using vocabulary such as:

    big
    little
    more
    many
    line
    height
    wide
    narrow
    large
    larger
    near
    high
    higher
    highest
    short
    shorter
    shortest
    as short as
    big
    bigger
    biggest
    small
    smaller
    smallest
    far
    farther
    farthest
    tall
    taller
    tallest
    long
    longer
    longest
    as long as
    as wide as
    as many as

- Begins to understand liquid measure through:

  Planned cooking activities
  Incidental waterplay activities
  Use of various sizes of measures
  Using vocabulary such as:

    more
    less
    enough
    as much as
    most
    least

- Develops an understanding of weight through:

  Observing various objects and guessing which is the lighter or heavier; i.e., feather, brick, stone, balloon, lollipop, full or empty milk cartons.
  Lifting objects to compare weights
  Using kitchen scales to measure the objects and other items such as a:

    Box of matches
    Sack of flour
    Pound of candy
    Loaf of bread

  Using large scales to weigh children

- Recognizes the thermometer as a means of measuring temperature through its use:

    In cooking
    Outdoors
    In television and radio reports
    On furnaces

MEASUREMENTS (cont.)

- Notes differences in temperature:
  - Indoors
  - Outdoors
  - In the refrigerator
  - Near the radiator
  - At the window
  - On the floor
  - In various rooms of the school
  - In hot or cold water
- Begins to use fractions through functional uses such as:
  - Folding papers in half
  - Dividing papers into four equal parts
  - Dividing paints into two or more jars
  - Dividing children into equal groups for games
  - Cutting apples into halves and/or quarters
  - Breaking a cookie in half
  - Filling a glass half full
  - Talking about all, most, half, a little or a part of
  - Asking half the class to sing one song and the other half another
  - Coming to school half a day

6. MONEY

- Can identify penny, nickel, dime or quarter
- Has some sense of cost through:
  - Playing "store"
  - Using real and play coins
  - Discussing charts of coins; i.e., a nickel will buy the same as five pennies
  - Going to the corner store to buy:
    - straws
    - cookies
    - seeds
    - decorations
    - a jump rope
    - popcorn
    - candy
    - a pumpkin
    - Valentines
    - a get-well card
  - Buying a ticket for a train trip
  - Visiting the Post Office to purchase stamps for letters, cards or packages
  - Paying for milk and lunches
  - Paying admission to children's theaters, special movies and programs
  - Spending allowances

7. FORMS and SHAPES

- Recognizes basic geometric shapes:
  - Circles
  - Rectangles
  - Triangles
  - Squares
- Understands such shapes through the use of:
  - Paper
  - Games and game formations

FORMS and SHAPES (cont.)

Blocks
Rhythm instruments
Toys
Pictures
Felt cutouts

. Finds geometric shapes in the kindergarten room:

Floor tiles
Windows
Clock
American flag
Wall blocks
Furniture tops
Lockers
Toys
Doors
Lights

8. SPACE

. Demonstrates the meaning of spatial vocabulary:

Inside, outside
In, on
Over, under
Near, far
Next to, between
Top, bottom
Middle
First, last
Above, below
Beside, aside of
Next to last
Within

. Explains space through dramatic play of the imaginary:

Boats
Cars
Rockets
Airplanes
Jets
Swings
Seesaws
Merry-go-rounds

. Gets a feeling of space through:

Twisting
Twirling
Jumping
Running
Skipping
Dancing
Swinging
Climbing

SCIENCE IN THE KINDERGARTEN

To the young child, every day is a wonderful new experience. The child:

- Looks at and feels the sun, rain, wind, sand, mud and water
- Questions light, darkness, quiet, shadows, places, animals and sound

To all this and more, five-year-olds react with joy, fear, excitement or simple curiosity and, with the help of a perceptive adult, begin to understand what is going on around them so that someday they can relate it to the more distant and complex.

In the kindergarten, each simple experience leads to a new experience and expands the child's range of awareness. These experiences also encourage the child's natural inquisitiveness so that basic scientific concepts can be achieved without formally introducing science to the class. It has been said that children, above all others, have the true spirit of scientific investigation. They are open-minded and nothing is too trivial for them to investigate. In addition to the usual probing children do, it is suggested that some science activities be planned to foster a new consciousness of the world and its wonders.

The kindergarten helps children to better understand the environment in which they live. They exercise their ability to:

Observe
Predict
Classify
Measure
Infer
Communicate

In a selected area of the room, usually called "The Science Corner", children are encouraged to use equipment and materials for their own observation. Frequent changing of items in the corner helps to stimulate continued interest.

The science area may include:

Aquarium and supplies
Terrarium
Cages for small animals
Hot plate
Prisms
Funnels
Measuring devices
Collections of all kinds
A place for all the odds and ends children gather
Seeds and buds
Jars
Hinges
Pulleys
Magnets
Baloons and pump
Magnetic compass
Thermometer
Area for posters and pictures
Tuning fork
Soil
Sand
Stones
Containers
Magnifying glasses
Gardening supplies
Barometer
Types of weight scales

Resource books and encyclopedias should also be available to the kindergarten. When children ask questions that the teacher cannot answer, the books provide an excellent opportunity for demonstrating to the children where information can be found. The practice of "Let's look it up!" begun at the age of five, provides a foundation for lifelong habits of investigation and research.

In kindergarten science, the teacher's role is "many-faceted." The teacher helps each child to:

- Understand concepts that are inherent in each experience
- Use his/her wonder and curiosity freely but wisely
- Make discoveries and relate them to previous knowledge
- Solve simple problems through making inferences, generalizing and reaching possible conclusions

The teacher also helps the child to:

- Appreciate the interrelationships of all life
- Be aware of order in nature
- Learn that he/she can make use of his/her environment for the improvement of their own lives and those of others

Although there must be more teacher direction at the kindergarten level, the emphasis is still on the discovery approach and on "learning by doing." With young children, this laboratory-oriented method may stymie the group at first, but excitment grows as the teacher skillfully gets the class to really "look, try out and find out."

The use of the processes of science is the basic concern followed by concept development relevant to the child's level of understanding. The kindergarten is particularly adapted to this approach since:

- Less material is covered and kindergarten children usually move at their own rate
- More facilities are needed, but simple equipment is easily available to every classroom

Emphasizing "the big idea" in concept development is an important aspect in science for five-year-olds. When talking about growing things, for example, an idea might be "Plants Grow at Different Rates." To prove this concept, the children may place three or four plants near the window and then hypothesize, "How tall will each plant be in 20 days?" Their goal is to note different sizes in the same growing time.

Although many authors tend to propose rather sophisticated concepts for children, it seems more pertinent for kindergarten teachers to follow these suggestions:

- Choose simple subjects
- Carry through with simple activities
- Edit plans for dangerous processes; use of ammonia is questionable for five-year-olds

- Eliminate sophisticated concepts except for exceptional children

- Arrange activities in order of difficulty

As suggested, the simple things that every kindergarten class discusses include:

Apples
Fog
Eggs
Babies
Stones, rocks
Sand
Soil
Sun
People
Fire
Farm
Machines
Corn
Clouds, storms
Leaves
Flowers
Birds Magnet
Seeds
Plants
Shells
Pets
Fish
Weeds
Weather
Caterpillar (butterfly)
Stars, sky
Airplanes
Thermometer
Snow, ice
Magnet
Water
Wind, air
Food
Health
Sounds
Bugs
Seasons
Animals (wild or domestic)
Pumpkins
Rockets

As these subjects arise during the year, the children and teacher may work together to develop the following concepts through the suggested, or similar activities. Again, it must be stressed that, because of individual differences, there will be varying levels of understanding and growth.

The recommended method for developing a concept involves questioning, forming an idea, making observations and drawing conclusions. This is the scientific or problem-solving approach and usually follows the following:

1. What do we want to find out? (Do plants "drink" water?)

2. What can we do to find out? (Put a white Carnation or a Queen Anne's Lace in a glass of colored water. Let it stand overnight.)

3. What do we see happening? (The colored water is going up the stem. The flower is turning the same color as the water.)

4. What does this tell us? (Plants do "drink" water.)

The next page summerizes the concepts to be considered at Level I, followed by some activities which may lead youngsters to discover these concepts.

LEVEL I

CONCEPT VARIANTS

	BIOLOGICAL	PHYSICAL	EARTH
DIVERSITY	Living things are either plant or animal. They differ in structure, in function and in habitat.	Matter is described in terms of its properties, which can be detected with the senses. Through comparison of these properties, similarities and and differences in matter can be discovered.	There is variety in the natural materials of the earth. There are identifiable similarities and differences in these materials.
CHANGE	The appearance and activity of of living things vary with the seasons.	Changes in the speed or direction of motion of matter result only from the application of force.	Wind and water are agents of change which act on the earth's surface.
CONTINUITY	Living things reproduce their own kind.	Matter can be changed in position, motion, shape and other condition and still retain its identity. Such changes do not change the quantity of matter.	Events on earth often occur with dependable regularity. Day and night and the seasons occur now as they have for centuries.
INTERACTION	Green plants use energy from from the sun, water and air from their surroundings to produce food. Animals get food from plants or from other animal.	Force is the result of the interaction of matter. Force is only detected by the effect it has on matter.	Without energy from the sun, the earth would become a cold, dark, lifeless body.
ORGANIZATION	Like or similar living things tend to live in similar surroundings.	Most observable substances exist as aggregates of different forms and kinds of matter.	The earth's surface is made up of the atmosphere, the seas and the solid land. The atmosphere has no definite outer boundary.
LIMITATION	The ability of living things to adapt to changes in their environment is very limited.	The position and motion of matter on earth are always affected by the force due to gravitation.	The earth and other observable bodies in the universe are approximately spherical.

Subject: PLANTS

CONCEPTS	SIMPLE ACTIVITIES
Plants need water	. Get two plants; water only one . Put fresh flowers in a vase with water; put other flowers in a vase without water; watch
Plant leaves turn toward the sun	. Place a plant in sunlight; let it stand for two weeks; turn it around and see what happens
Most plants need sunlight	. Put one plant in the sunlight; put another in a dark corner or closet; watch daily
Some plants change colors in the sunlight	. Place a colea in the sunlight; watch leaves change color
Plants need food	. Force early spring blossoms; i.e. Forsythia, by putting sprigs in water; watch blossoms sprout. Note how blossoms die because water is not enough food. Blossoms need mother plant to make new food to continue growth
Plants need warmth to develop and flower	. Watch bush outdoors; bring in several sprigs of the bush; let them blossom and compare the sprigs with bush
Plants need air	. Put a small plant in one bottle without a lid; another in a second bottle with a lid; do not remove the lid; watch results
Most plant roots grow downward	. Put wet cotton in glass jar; place seeds, i.e., lima bean, on cotton; keep watered; watch roots grow downward
Plant roots grow around things that get in their way	. Put wood or stones in a jar of soil; plant seeds near the obstacle; watch roots grow around or over them
Plants grow from many things	. Use cuttings, seeds or bulbs; i.e.: Carrot tops Onions Seeds, i.e.; flowers, grapefruit, avacado or apple Potatoes Leaves Geranium sprigs

Subject: PLANTS (cont.)

CONCEPT	SIMPLE ACTIVITIES
Plants provide food for people and animals	. Eat plant foods that: Grow below the ground, i.e.; Potatoes Beets Carrots Turnips Parsnips Onions Peanuts Grow above the ground, i.e.; Tomatoes Lettuce Cauliflower Watercress Rhubarb Celery Cabbage Parsley Peppers Strawberries Grow in pods, i.e.; Beans Peanuts Peas Grow on trees, i.e.; Apples Bananas Pears Peaches Plums Apricots Cherries
Plants reproduce themselves	. Save seeds from a Halloween pumpkin; plant in a large jar of soil . Plant many different bulbs, garden seeds, acorns or grass seed; watch new plants grow

Subject: AIR

CONCEPT	SIMPLE ACTIVITIES
People and animals need air to live	. Ask children to hold their noses and mouths shut; discuss reaction
Air pushes things	. Put paper on a table; turn on electric fan in direction of paper . Go outside on a very windy day; feel the air push . Put pin wheel in the room ventilator
Air has weight	. Put a flat balloon between two blocks of wood; blow up the balloon; watch the weight of the air in the balloon lift the blocks

Subject: AIR (cont.)

CONCEPT	SIMPLE ACTIVITIES
Air evaporates moisture (dries things)	. Wash some doll clothes; hang them in the air
Air takes up space	. Put a dry tissue or hanky in a glass; invert in a bowl of water; the air keeps the tissue dry
Air lifts things	. Fly a kite on a windy day
	. Hold a streamer in the air on a windy day
	. Watch airplanes in the sky
Air moves	. Spray an aerosol freshener in one corner of a room; smell the odor as it moves to the other corners
	. Watch smoke in the air
Moving air is wind	. Toss a hat into the wind
	. Watch the leaves twirling
	. Note clothes dancing on a line
	. See hair blowing in the wind
Air has moisture	. Put ice cubes into an aluminum cup or tumbler; watch moisture form on outside of container
	. Breathe on a pane of glass or mirror; see moisture
Air (oxygen) helps fires burn	. Put a candle in a jar; light it; watch it burn until all oxygen is used
Air has dust in it	. Watch the rays of the sun as they come through the window; note the dust particles
Air slows falling things	. Make small parachute from a spool and a hankerchief; toss it in the air on a windy day and watch what happens
Water has air in it	. Fill a bottle with faucet water; put the bottle on a windowsill; watch the air bubbles rise to the top of the water

Subject: WATER IN EVERYDAY LIFE

CONCEPTS	SIMPLE ACTIVITIES
Water has many forms	. Freeze ice cubes
	. Boil water to make steam
	. Let steam flow into a glass container; watch it turn back into water
	. Bring snow into the room; let it melt into water
	. Gather hail, if possible
	. Walk in the dew
	. Note the frost on window-panes
	. Watch icicles form and melt
Water has many uses (it helps people in many ways)	. Discuss the uses of water in the following ways: Cleaning Cooking Baking Scouring Sprinkling Skating Drinking Quenching (fire) Bathing Painting Swimming
All living things need water	. Give it to: Plants Birds Animals People
	. Use the water experiments listed under AIR and PLANTS
Water expands when it freezes	. On a very cold day put two jars outside; fill both with water; put lid on one; when water in the covered bottle freezes, observe what it does
Water gets into the air by evaporation	. Fill two measuring cups with water; put a lid on one; watch both cups daily to note the water line
Some things hold more water than others	. Put water in a clear bowl; watch the water line before and after you put in a stone; do the same with a sponge, rubber and a piece of cloth; see which absorbs the most water

Subject: WATER IN EVERYDAY LIFE (cont.)

CONCEPT	SIMPLE ACTIVITIES
There is water in soil	. Put soil in a jar; cover it tightly; note drops of moisture that gather in the jar
Water mixes with some things	. Experiment with different powders; i.e., salt, sugar, baking soda or instant coffee; oil or syrup; note what happens
Some things will float in water	. Try a piece of wood, a sponge, a stone, a feather or a plate

Subject: OTHER GROWING THINGS

There are many kinds of growing things: plants, animals and people	. Let children bring plants and pets; i.e., birds and animals
Growing things need food, water and air	. Recall your plant experiments; feed and water your pets and yourself
People and animals need growing things to live	. See plant experiment pertaining to food; have a breakfast party
	. Make fruit salad; bake bread; make butter
	. Feed your pets different kinds of food; i.e., plants, seeds, bugs and other animals
Growing things change as they grow older	. Plant seeds, small plants and trees; watch them grow; observe growth changes in puppies, hamsters, etc.
	. Measure the children in the beginning and at the end of school; compare
Growing things reproduce their own kind	. To show children that living things have babies like themselves; i.e., hatch eggs, tadpoles; watch guppies and kittens being born
	. Use experiments from study of plants

Subject: MAGNETS

CONCEPTS	SIMPLE ACTIVITIES
Magnets attract objects made of some metals	. Place a collection of items on a table; i.e., buttons, seeds, clips, baby pins, thumb tacks, pegs, crayons, wire, etc.; let children see which ones the magnet attracts
Magnets attract through some materials	. Put a piece of paper, a sheet of wood, plastic or a glass plate between the magnet and the objects listed above; see whether the magnet will still attract the items
There are different kinds of magnets	. Provide a variety of magnets for children to see
Magnets are useful to man	. Find magnets in the room; i.e., on doors, bulletin boards, magnetic toys and games

Subject: HEAT

The sun gives heat	. Stand in the hot sun
	. Feel the pavement in the heat of the sun
	. Put a cold pan in the sun; let it stand ten minutes; feel it
	. Put chocolate candy in the sun
	. Put a candle on a tray; let it stand in the sun
We can make heat	. Look at the school furnace
	. Light a small fire outdoors
	. Rub your hands together briskly
	. Light a candle
	. Breathe into your hands
Heat changes the form of some things	. Cook apples into sauce
	. Fry an egg
	. Put milk on heat; watch it curdle
	. Toast some bread

Subject: HEAT (cont.)

CONCEPTS	SIMPLE ACTIVITIES
	. Bake a cake
	. Make bread
Heat dries things	. Put a wet cloth on the radiator or ventilator
	. Put a pan of mud in the sunlight
	. Put a piece of bread on the window-sill or radiator
	. Wash your hands; hold them under a drier
Heat is useful	. Discuss heat in the home: Ironing Cooking Heating Healing Sterilizing

Subject: SOUNDS

CONCEPTS	SIMPLE ACTIVITIES
Sounds are made by vibration	. Call, sing, whisper, shout, put hands on throat and feel neck
	. Strike a tuning fork; put it in water; watch
	. Pluck a stretched rubber band or a stringed instrument
	. Open piano; strike keys; watch the hammers
	. Beat a drum
	. Ring a bell
	. Place a yardstick on a table with half extending over the edge; have children strike protruding edge; observe the movement called "vibration"
Sounds may be loud or soft, high or low, shrill or gentle	. Turn up T.V., radio or record player
	. Sing loudly and softly

Subject: SOUNDS (cont.)

CONCEPTS	SIMPLE ACTIVITIES
	. Whisper, shout
	. Stamp feet on floor rapidly, slowly
	. Experiment with rhythm instruments
Sounds are everywhere	. Listen to room sounds
	. Tour the playground and identify sounds
	. Walk around the block to discover street sounds
	. Show filmstrip about sounds

Subject: WEATHER

We have many kinds of weather	. Observe a sunny, cloudy, rainy, windy or snowy day
	. Observe sky on each day
Weather helps and harms us	. Discuss fog
	. Take a walk after a light rain; a very heavy rain
	. Watch a snow storm; discuss danger of driving as well as fun in snow
	. Show filmstrips about storms; observe aftermath of a severe storm in a community
	. Discuss need for many kinds of weather
Weather affects what we do	. Show filmstrips of summer activities; winter activities
	. Discuss what children do on a sunny, rainy or snowy day
	. Talk about how weather affects what parents do; i.e., when would the lawn be mowed?

Subject: MACHINES

CONCEPTS	SIMPLE ACTIVITIES
Machines make work easier for people	. Look at and use simple machines that people use: Can opener Mixer Nut cracker Needle Knife and fork Scissors Clothesline Sweeper Hammer Saw Shovel Rake Curtain rod Iron Mop Broom Dustpan Toaster Washer Dryer Automobile jack Vise Screwdriver
	. That we all use: Stairway Car Ramp Comb Doorknob Pencil sharpener Toothbrush
Some machines are used for fun	. Locate and demonstrate toy machines in the kindergarten: Trains Wagons Trucks Tricycles Doll carriages Wind-up toys Seesaw Roller skates
Some machines give us comfort	. Use a rocking chair . Take an elevator or an excalator ride . On a hot day, bring in an electric fan . Make ice cream with a hand or electric freezer . Turn on a faucet to get water

To assist the teacher, the following classifications of simple machines are listed. Children should not be expected to remember them.

Lever	Pulley	Screw
Claw-hammer	Flag pole	Automobile jack
Nut cracker	Window curtains	Paper press
Can opener	Clotheslines	Piano stool
Shovel	Tow trucks	Vise
Seesaw		
Crow-bar		

Inclined Plane

- Stairway
- Sloping boards
- Hill
- Slide
- Ramps

Wheel and Axel

- Doorknob
- Roller skates
- Pencil sharpener
- Back wheel of a car
- Bicycle

Wedge

- Axe
- Needles
- Knives
- Chisel

Subject: PETS

CONCEPTS	SIMPLE ACTIVITIES
Many animals make nice pets	. For short periods of time keep a variety of animals in the kindergarten; i.e., rabbits, mice, hamsters, gerbils, turtles and non-poisoness snakes
	. Occasionally allow cats and dogs to visit
	. Keep an aquarium
	. Bring a lamb to school
Pets are alike and different	. Look at and discuss their similarities and differences
	. Take a walk to see pets that are not suitable for school
Pets are born and cared for in different ways	. Hatch eggs; raise chicks
	. Observe a mother cat and kittens
	. Try to see guppies being born
	. Watch a pony and its mother
Animals live in different places	. See films and filmstrips of pets and their owners
	. Take a walk to see dog houses, cages, pens and other houses for pets

SOCIAL SCIENCE IN THE KINDERGARTEN

The entire program of kindergarten is actually a study in social living. For this reason, much emphasis is placed on the skills and attitudes of working and playing with one another, and on such social learnings as:

Sharing
Taking turns
Developing independence
Accepting authority of adults
Respecting the rights of others
Recognizing the interdependence of all people
Assuming responsibility
Caring for personal and group property
Completing assignments and free choice activities
Showing consideration for others
Developing a wholesome self-image

To these learnings, early childhood experts are now suggesting that certain opportunities and experiences can be provided for the development of simple basic concepts from the social sciences. It must be emphasized that no formal teaching in the social sciences should be imposed upon young children, but activities and experiences within the realm of their understanding may be used. Spodek, experimenting with concept development in the realm of time and distance, supports this by finding that:

. Kindergarten children have a wide background of information in areas previously considered inappropriate for children.

. Kindergarten children deal with ideas over a long period of time, returning often to clarify and modify new information.

. Kindergarten children use a wide variety of materials and experiences in developing social concepts and ideas.

. Kindergarten children can begin to use the tools of the social scientist in learning about the world.

Actually, within the kindergarten many experiences occur that help children grasp the significance of changes which have taken place through time. Other activities begin to give kindergarten children some orientation to space, direction, people and places around the world.

Children are learning about history when they:

Take trips to museums to see relics of the past
Watch selected historical programs on T.V.
View historical films
Listen to stories from history
Look at books of long-ago times
Dress-up in old-fashioned clothing
Examine family albums or photographs of ancestors
Sing songs and play games that children of the past enjoyed

Use customs from festivals of other lands; i.e., the Pinata
Try some old-fashioned practices; i.e., husking corn or churning butter
Discuss heroes, holidays or famous birthdays

They are learning about geography when they:

Take a walk through their school building
Find out where everything is in the kindergarten (make a simple map of the room)
Make a map of the school grounds and their neighborhood area
Take a trip; share pictures or souvenirs of that trip
Observe the sun; feel the direction of the wind
Handle the globe; want to know where they live on the globe
Discuss geographic aspects of television programs; i.e., cowboys of the West; across the ocean; to the moon
Talk about places both far away and near by
Read stories that emphasize directions; i.e., "East of the Sun and West of the Moon!"
Watch selected television programs of people and places
Read magazines of geographic nature
Look at travel posters of America and of foreign places
See pictures of other lands; hear stories about them

They are learning about sociology when they:

Develop the previously mentioned skills of social living
Study about their families
Learn how their school functions
Begin to understand the operations of their community

They are learning about economics when they:

Bring their milk money
Play "store"
Take walking tours of points of interest; i.e., stores and markets
Build and operate a Post Office
Visit a factory; i.e., a toy factory
Buy something for a project; i.e., apples to make applesauce, cream to make butter or sugar to ice cookies
Plant a garden
Take good care of school property
Watch community helpers at work
Discuss occupations of parents
Visit the airport
Take a train or bus ride
Read selected stories on occupations
Share housekeeping duties, to illustrate the division of labor
Discuss the fact that families must work together
Talk about the weather and how it affects economics of an area ("If it rains, we cannot hold our school festival!")
Discuss the principle that everyone needs to work and that it is good to work
Demonstrate economy in use of crayons, paints and clay

Discuss how going to school affects the kind of work a child may do when he/she grows up

Understand that no one person can live without other people; all people are interdependent; see films or filmstrips to illustrate this principle

Early in life, children begin to be aware of economic principles through; payday, allowances, their parents' jobs or relief checks. It must be remembered that five-year-old impressions and concepts of these experiences are fragmentary and somewhat fleeting. To avoid completely fragmentary learnings in any area of social sciences, the teacher will have to do the following:

- Capitalize on the "teachable moments" as they present themselves
- Plan, to some degree, the experiences that may help to develop such concepts

Since experiences tend to have deeper meaning when they are the result of interest in a particular subject, the following units are suggested as being pertinent to young children and their social concepts.

Children Around The World Go To School

Fun and Games In Many Places

Everybody Has a Home

Everybody Works

People In My Town

Families: How They Help Each Other

My School Family

Friends Near and Far

Let's Take A Trip

On My Vacation

FOOTNOTES

1. Mauree Applegate - Everybody's Business - Our Children, New York Row, Peterson and Company, 1952.

2. Virginia Austin - "I Am My Own Instrument", Creativity in the Elementary School, Appleton-Century-Crofts, New York, 1959, pp. 53-61.

3. Satis Coleman - Creative Music for Children, New York, G. P. Putnam's Sons, 1922.

4. Natalie Cole - The Arts in the Classroom, New York, The John Day Co., 1940.

5. Doris Champlain - Music For Children, New York, Harcourt, Brace and Co., 1958.

6. Hughes Langston - The First Book of Rhythms, New York, Franklin Watts, Inc., 1954.

7. Miriam Wilt - Creativity in the Elementary School, Appleton-Century-Crofts, 1969.

8. Miriam Wilt - Creativity in the Elementary Classroom, Op. cit.

9. Leland B. Jacobs - "More Than Words", Childhood Education, ACEI, December, 1960.

APPENDIX

Appendix A

BIBLIOGRAPHY

A SELECTIVE BIBLIOGRAPHY OF BOOKS

To Meet the Curriculum Needs of
Kindergarten Teachers, of Parents of Kindergarten Children,
and the Personal Needs of Children

Books can expand living experiences and broaden a childs world. Books can give moments of relief during a time of difficulty and offer insight into personal problems or the problems of others through the identification of the listener with a character or situation. Books are a source of information, comfort and pleasure for those using them with children. A child can ride a magic carpet anywhere or be anyone through books.

All books included meet one or more of the basic needs of the child:

The need for physical well-being
The need to love and be loved
The need to belong
The need to achieve
The need for change
The need to know
The need for beauty and order

The books included can help children to better understand themselves and others. Many of these books can help parents and teachers better understand their own children and the children in their classrooms.

I. FOR THE BEGINNING KINDERGARTEN AND PRE-KINDERGARTEN READER

Berenstain, Stanley and Janice, INSIDE, OUTSIDE, UPSIDE DOWN, Random House, 1968; few words to a page; cartoon type illustrations; good story plot; concept vocabulary.

Bonsal, Crosby, AND I MEAN IT, STANLEY, Harper, 1974. A delightfully satisfying plot in words and pictures for the beginning-to-read crowd.

Chandler, Thomas, SEEING SOUND, Children's Press, 1958. Delightful exercise in letter sounds, effective aid to parent or teacher using sound and color concept.

Crews, Donald, TEN BLOCK DOTS, Scribners, 1968. Large print figures and number words in short rhyming sentences; a counting book.

Eastman, P. D., GO DOG, GO, Random House, 1961. Few, simple words to a page; repetitious vocabulary; colorful illustrations.

Geisel, Theodore, THE FOOT BOOK, Random House, 1968. Dr. Suess illustrations; few words to a page.

------------, HOP ON POP, Random House, 1963. Dr. Suess beginning reader with emphasis on rhyming words; few words; large print.

Hillert, Margaret, THE SNOW BABY, Follett, 1969. Charming story told in 50 pre-primer words.

------------, CINDERELLA AT THE BALL, Follett, 1970. Planned for very youngest readers; uses 44 pre-primer words; popular fairy tale retold.

Hoban, Tana, CIRCLES, TRIANGLES AND SQUARES, Macmillan, 1974.

------------, COUNT AND SEE, Macmillan, 1972. Large photographs of familiar objects important to a small child; number words; one to a page.

------------, OVER, UNDER AND THROUGH AND OTHER SPECIAL CONCEPTS, Macmillan, 1973.

------------, PUSH-PULL, EMPTY-FULL, A BOOK OF OPPOSITES, Macmillan, 1972. Photographs of familiar objects with a concept word relative to picture on each page.

------------, SHAPES AND THINGS, Macmillan, 1970.

Hoff, Syd, CHESTER, Harper, 1961. Chester, the left-out horse longed to be loved and wanted to be returned to the stable and his friends; easy first-grade level.

Hutching, Pat, TITCH, Macmillan, 1971. One short, short sentence in large, large print telling how Titch is little and everything he has is little, but his little seed grows and grows until even the big children notice. Simple, colorful illustrations that appeal to the kindergarten age.

Kessler, Ethel and Leonard, BIG RED BUS, Doubleday, 1957. Large print, in script; familiar words illustrate colorfully the experience of a bus ride.

Kessler, Ethel, DO BABY BEARS SIT ON CHAIRS?, Doubleday, 1961. Although some of the few words, designed in script, are long, they are familiar actions of the young child and the amusing illustrations help identify the actions.

LeSeig, Theo, THE EYE BOOK, Random House, 1968. Dr. Suess' illustrations; one or two words to a page; large print.

Moncure, James, PLAY WITH "A" AND "T"; PLAY WITH "O" AND "G"; PLAY WITH "E" AND "D"; PLAY WITH "I" AND "G"; PLAY WITH "U" AND "G"; Child's World, 1973. Appealing illustrations; short familiar words; large script; earliest reading experience involved. These are the alphabet book series.

Ogle, Lucille, I SPY, American Heritage Press, 1970. Picture book with photographs of objects in a child's home environment; accompanied by names of each object.

Poulet, Virginia, BLUE BUG AND THE BULLIES, Children's Press, 1971. One word to a page and every word a familiar action verb; large, simple, colorful pictures of Blue Bug and other insects. When he stands up for himself, his troubles are over.

------------, BLUE BUG'S GARDEN, Children's Press, 1973. Still another one-word-to-a-page Blue Bug adventure, in which Blue Bug meets many familiar garden vegetables before finding his favorite.

------------, BLUE BUG'S SAFETY BOOK, Children's Press, 1973. Another Blue Bug book; the theme this time is safe action.

Smith, Theresa, UP A TREE, Steck-Vaughn, Austin, Texas, 1956. Primer-type reader; more attractive than most.

II. BOOKS ON HIGHER READING LEVEL, BUT BOOKS WHICH MAY MEET THE NEEDS OF KINDERGARTEN CHILDREN WITH ADVANCED READING ABILITIES IN VIEW OF T. V. EXPOSURE

Berenstain, Stanley and Janice, BIG HONEY HUNT, Random House, 1962. Story and illustrations designed to make beginning reader laugh; text in rhyme; 150 word vocabulary.

Bonsall, Crosby, MINE'S THE BEST, Harper and Row, 1973. Familiar words, repeated often, accompany hilarious pictures.

Carle, Eric, DO YOU WANT TO BE MY FRIEND?, Crowell, 1971. Normal communication of children.

Chandler, Edna Walker, COWBOY SAM, Benefic Press, 1960. Popular story theme; easy first-grade reading level; arranged in chapters.

Guilfoile, Elizabeth, NOBODY LISTENS TO ANDREW, Follett, 1957. The triumph of a little boy who feels he has something important to say makes the story satisfying; easy first-grade; repetitious vocabulary; bright illustrations.

Hoban, Tana, WHERE IS IT?, Macmillan, 1974. White rabbit searches for something special just for him; lovely photographs; few words.

Hurd, Edith Thacher, COME AND HAVE FUN, Harper, 1962. A cat tries to entice a mouse out of her hole, but the mouse is too cunning for the cat.

Kessler, Leonard, KICK, PASS AND RUN, Harper and Row, 1966. Plot and illustrations lift this much above the run-of-the-mill. Plot within a plot, involving animals and children, but simple; familiar terms, but with a few compound words.

Lenski, Lois, DAVY AND HIS DOG, Waleck, 1957. Davy enjoys and cares for his dog; first-grade vocabulary.

Lerner, Sharon, STRAIGHT IS A LINE; A SQUARE IS A SHAPE, Lerner, 1970. Possibly could be used as a concept reader after concept identification.

Lopshire, Robert, PUT ME IN THE ZOO, Random House, 1960. An imaginary polka-dotted animal tells of his visit to the zoo. Large print; short, familiar words arranged in rhyme.

Murphey, Sara, THE ANIMAL HAT SHOP, Follett, 1964. Easy first-grade reader; good plot; active illustrations.

Phleger, Fred, RED TAG COMES BACK, Harper and Row, 1961. Delightful story; Lobel's appealing illustrations; advanced first-grade vocabulary.

III. NURSERY RHYMES, FINGERPLAYS AND POEMS

Nursery rhymes offer the youngest child an introduction to the rhythm, rhyme, subject matter and mood of poetry. The pre-reader becomes aware of sequence; beginning, middle and end. Through participation, recall, response and role-playing, children use more of their senses which increases enjoyment and reinforces learning.

RECOMMENDED EDITIONS:

BRIAN WILDSMITH'S MOTHER GOOSE, Watts, 1964, 80p. illust. Illustrated by Brian Wildsmith. Some of the traditional rhymes are: "Simple Simon; Wee Willie Winkie; Little Bo-Peep; Jack Sprat; Humpty Dumpty; Old Mother Hubbard; Mary, Mary, Quite Contrary and Old Mother Goose Herself." Publishers note.

"The artist's wholly original, sophisticated, yet child-like, interpretation of long-familiar material is revealed in his clever composition, unconventional humor and characteristic watercolor technique with its use of geometric patterns and brilliant chromatic modulations." Horn Book.

MARGUERITE DE ANGELI'S BOOK OF NURSERY AND MOTHER GOOSE RHYMES, Doubleday, 1954, 192p. illus. Margurite De Angeli "has compiled and illustrated a beautiful edition that offers nearly 400 rhymes, all the old favorites and the less familiar, and over 250 lovely, imaginative pictures,. . .in full color and black-and-white." Wilson Library Bulletin.
"May be too expensive for small library collections, but. . .the selection of materials and the appeal of the illustrations make it well worth having." Minnesota.

MOTHER GOOSE NURSERY RHYMES, illus. by Arthur Rackham, Watts, 1969, 153p. illus. "This edition of Rackham's 'Old Nursery Rhymes', first printed in 1913, contains approximately 165 rhymes, 12 colorplates and many black-and-white drawings by Rackham." Booklist.

THE MOTHER GOOSE TREASURY, illus. by Raymond Briggs, Coward-McCann, 1966, 217p. illus. The versions of these 408 verses were done by Iona and Peter Opie. They include "4-liners, 12-, 13- and 14-stanza rhymes; i.e., 'The House That Jack Built', 'The Twelve Days Of Christmas', etc. Here you will find the complete text of 'The Love-Sick Frog', 'The Bells Of London', 'The Death And Burial Of Cock Robin', and 'Little Bo-Peep', to say nothing. . .of the many other familiar and not-at-all familiar shorter rhymes. What is special about this edition is that it has been illustrated by Raymond Briggs, who made some 890 drawings and paintings that are a delight, especially in color." Best Sellers.

THE REAL MOTHER GOOSE, illus. by Blanche Fisher Wright, Rand McNally, 1965. This large volume of over 300 Mother Goose verses "is one of the most popular. It has colorful pictures on every page - pictures so clear and simple that they appeal to the young child." Parent's Guide to Children's Reading.
"All the well-loved rhymes - and the youngest child will understand and love the. . .traditional illustrations." Growing Up With Books.

A number of variants of Mother Goose bring more fun and enjoyment:

Burroughs, Margaret Taylor, DID YOU FEED MY COW? STREET GAMES, CHANTS, AND RHYMES, Follett, 1969.

Fowke, Edith, SALLY GO ROUND THE SUN; THREE HUNDRED CHILDREN'S SONGS, RHYMES AND GAMES, Doubleday, 1970. The material, collected directly from children by an expert on Canadian folklore, is ideally suited for adult use with groups of small children; instructions for forty of the games; musical arrangements are simple.

Kapp, Paul, A CAT CAME FIDDLING AND OTHER RHYMES OF CHILDHOOD, Harcourt, 1956. Here is enchantment for children and adults, at home or in school. The pictures are droll and prefect. Burl Ives says of the music, "it sounds as though it had never been written, but only sung."

Longstaff, John, SHIMMY, SHIMMY COKE-CA-POP! A COLLECTION OF CITY STREET GAMES AND RHYMES, Doubleday, 1973. This collection of songs, rhymes and games includes sections on Name Calling, Ball Bouncing, Sidewalk Drawing Games, Circle Games, Who's It? and dramatic play; includes simple piano arrangements.

Watson, Clyde, FATHER FOX'S PENNYRHYMES, Corwell, 1971. "A collection of short, original nonsense rhymes, illustrated with a bounty of high-spirited pictures. Some of the verses are impish, boisterous or just plain silly; some are similar to counting-out rhymes and jump-rope jingles; a few are as gentle as lullabies. All are highly rhythmic and reminiscent of the traditional rhymes of folklore. The watercolor-and-ink illustrations are somewhat whimsical in their business; tiny pictures, printed in sequence, - like comic strips - as well as single, full-page pictures are brimming with minute detail and activity." Horn Book.

Winn, Marie, WHAT SHALL WE DO AND ALLEE GALLOO!, Harper, 1970. A collection of games and activity songs, each with directions for children's participation. A preface suggests ways to introduce them and appropriate times for their use.

FINGERPLAYS, can offer an introduction to rhythm, rhyme and poetry. They set the theme for a story hour or a lesson. They may be used for a change of pace, to start an activity or to bring about a quiet time.

Fingerplays for almost every animal, holiday, city sight, number and/or farm friend are included in the following books. These books also include rhythms for active and quiet times.

Grayson, Marion F., LET'S DO FINGERPLAYS, Robert B. Luce, Inc., 1962.

Scott, Louise Binder and J. J. Tompson, RHYMES FOR FINGERS AND FLANNEL BOARDS, McGraw-Hill, 1960

POETRY, in these simple attractive books, may be used to appeal to the emotional responses of kindergarten children. Poems may be selected to compliment projects and themes in the curriculum. Attention may be brought to beauty and excitement in the child's environment by other selections.

Anglund, Joan, MORNING IS A LITTLE CHILD, Harcourt, 1969. Little poems touching many responses and topics of importance to the very young; beautifully illustrated.

Baer, Edith, THE WONDER OF HANDS, Parent's Magazine Press, 1970. Connotative words express emotions felt by activities of hands; i.e., children's, parents', peers', workers', etc.; photographs aid emotional responses.

Barnstone, Willis, A DAY IN THE COUNTRY, Harper and Row, 1971. A journey from morning to night in the open air - a child caught by beauty and in love with life; delicate ink sketches.

Baylor, Byrd, PLINK, PLINK, PLINK, Houghton, 1971. Appealing and imaginative whole page illustrations accompany poems to which children can relate.

Blegvad, Lenor and Erick, ONE IS FOR THE SUN, Harcourt, 1968. Count to ten using the sight, sounds and sensations in a child's world - and then to the concept of ten million stars! Illustrations are warm and tranquil.

Borack, Barbara, SOMEONE SMALL, Harper and Row, 1969. The little girl decides she wants a bird instead of a new baby sister. Simple rhyme; tender and humorous drawings by Anita Lobel.

Borten, Helen, DO YOU KNOW WHAT I KNOW?, Abelard, 1970. Delightful verse and pictures show little children countless ways of learning about their world - what they see, hear, touch, smell and taste.

Caudill, Rebecca, COME ALONG, Holt, 1969. Haiku verse. An invitation to find treasures of mountain and meadow; to look at these through Ellen Raskin's illustrations in brilliant shapes and colors.

Chaffin, Lillie, BEAR WEATHER, Macmillan, 1969. Seasonal weather changes portrayed in lilting rhythm and soft brown illustrations lead to the excitement of the comming of spring.

Clithero, Sally, BEGINNING-TO-READ POETRY, Selected from original sources, Follett, 1967. A perfect introduction to poetry for early readers.

De Regniers, Beatrice, POEMS CHILDREN WILL HOLD STILL FOR, Citation Press, 1969. A selection for the primary grades, including kindergarten.

Dunn, Phoebe, Tris and Judy, FRIENDS, Creative Educational Society, 1971. Simple rhymes; photographs of the everyday friends a child encounters - father, mother, brother, sister, boys, girls, grandparents, etc.

Field, Eugene, WYNKEN, BLYNKEN AND NOD, Hastings House, 1964. Soft, dream-like illustrations by Barbara Cooney for this enduring poem for children.

Fisher, Aileen, GOING BAREFOOT, Corwell, 1960. Lilting picture-story describes the joys of a child's anticipation as he follows the animal world in all seasons.

------------, MY MOTHER AND I, Corwell, 1967. A little girl is disappointed when her mother is ill and can't "climb and climb to the hill's high crown" as planned. She finally realizes that other forms of nature never have such an opportunity, so she is thankful.

Harris, Audrey, WHY DID HE DIE, Lerner, 1965. Why did a friend's grandfather die? Words and illustrations are reminescent of remembered experiences.

Hazen, Barbara Shook, WHERE DO BEARS SLEEP?, Addison Press, 1970. Connotative illustrations in bright colors; the question is asked and answered in rhyme for the familiar animal world, ending with a little boy.

Heilbroner, Joan, THIS IS THE HOUSE WHERE JACK LIVES, Harper and Row, 1962. A modern rhyming story patterned after the old nursery rhyme; illustrated by Aliki.

Hoban, Russell, EGG THOUGHTS AND OTHER FRANCES SONGS, Harper, 1964. The ups and downs that little badger friend, Frances, experiences; expressed in song texts.

Hopkins, Lee Bennett, ME!, Seasbury Press, 1970. A child's voyage of self-discovery through poems collected from fine contemporary poets. Exuberant drawings; full of fun.

Jacobs, Leland B., ALL ABOUT ME, Garrard, 1971. A selection of meaningful poems for children, many by well-known children's poets.

Johnson, Hannah Lyons, HELLO, SMALL SPARROW, Lathrop, 1974. Here is a collection of quick, vivid impressions in Haiku, just long enough to hold a young child's attention. Color and black-and-white illustrations are exquisitely appropriate in sustaining nature's many moods.

Kuskin, Karla, ANY ME I WANT TO BE, Harper, 1972. Thirty familiar creatures and things tell about themselves for early elementary children.

------------, SAND AND SNOW, Harper and Row, 1965. Tricky words in verse deal with sand and snow from a young child's viewpoint.

Lear, Edward, THE OWL AND THE PUSSYCAT, Doubleday, 1961. William Pene Du Bois' illustrations bring this humorous classic to life for children.

------------, THE OWL AND THE PUSSYCAT, Little, Brown, 1961. Barbara Cooney's characters are just right for a child's imignation.

------------, THE QUANGLE WANGLE'S HAT, Watts, 1970. The humor and gorgeous colors make Helen Oxenbury's pictures an ideal complement to this funny, swinging poem.

Livingston, Myra Chon, LISTEN, CHILDREN, LISTEN, Harcourt, 1972. An anthology of poems for the very young, some classic, some contemporary, all delightful.

Lund, Doris Herold, ATTIC OF THE WIND, Parent's Magazine, 1966. What happens to the laundry that comes unpinned; the kite that snapped it's string; the butterfly who flew too high and why they went to the child's attic of the wind.

McGinley, Phillis, LUCY McLOCKETT, Lippincott, 1959. The trama of losing a tooth causes Lucy to forget where she put things. She loses her mother, but the lost and found department solves her problems.

McGovern, Ann, BLACK IS BEAUTIFUL, Four Winds Press, 1969. In poetic language and evocative photographs, the book symbolizes that black is beautiful.

Miles, Miska, APRICOT ABC, Little, Brown, 1969. Ecolocical concept by means of rhyming lines. Attractive illustrations which actually make a game book, because the alphabet is hidden in the pictures.

Moore, Lillian, I FEEL THE SAME WAY, Atheneum, 1967. Poems that express secret, private feelings of young children; delicious experiences to relive.

Preston, Edna Mitchell, POP CORN AND MA GOODNESS, Viking, 1969. Robert Parker's water colors grace full page opposite the folk poem.

Rand, Ann, DID A BEAR JUST WALK THERE?, Harcourt, 1966. In gay, rhythmic prose and bold, imaginative, playful pictures, Ann Rand and illustrator A. Brinbaum open a world of wonderment to children.

Russell, Solveig Paulson, HOW SHALL WE RIDE AWAY?, Melmont, 1966. Lilting verse and John Hawkinson's water colors take a child to far corners of the earth, via appropriate modes of travel.

Schick, Eleanor, CITY GREEN, Macmillan, 1974. A collection of poetry about city life for the youngest listener.

Sicotte, Virginia, A RIOT OF QUIET, Holt, 1969. A perfect read-aloud for bedtime or nap-quiet time; playfullness at it's best. Delightful two-color illustrations by Edward Ardizzone.

Stoutenburg, Adrien, A CAT IS, Franklin Watts, 1971. Photographs and blank verse tell the story of friend cat.

IV. SPECIAL AIDS FOR THE TEACHER OR PARENT NEEDING THAT "RIGHT" BOOK AT THE "RIGHT" TIME

Crosby, Muriel, READING LADDERS FOR HUMAN RELATIONS, American Council on Education, 1963. "An annotated list of books for reading by children and young people, to help them utilize the experiences stored in books, for growth in human understanding. The books are grouped around six themes; How it feels to grow up; The individual and the group; The search for values; Feeling at home - in our country and in other lands; Living with change and Living as a free people. Within each theme, the books are arranged in a 'ladder' in order of maturity and difficulty; for primary, intermediate, junior, senior and mature readers. Three chapters describe. . .the design of the 'ladders', how to plan and develop discussions of books, goals in using books in the 'ladders' and how to relate the book discussion to the regular school program." Publisher's Note.

Kircher, Clara J., BEHAVIOR PATTERNS IN CHILDREN'S BOOKS, Catholic University of America Press, Washington, D.C., 1966. A list of briefly annotated books with interest level indicated; the table of contents, offering many clues to the uses of the volume, follows:

CHAPTER	TITLE	PAGE
1	General Behavior Patterns	1
2	The "Little" Problems of Small Children	3
3	The Value of Honesty	8
4	The Spirit of Generosity	11
5	Perserverance and the Will to Work	14
6	The Acceptance of Things as They Are	16
7	Facing Up to One's Fears	19
8	Accepting Responsibility	25
9	Reaching Toward Maturity	29
10	Adjusting to Physical Handicaps	34
11	From Tomboy to Young Woman	39
12	Boy-Girl Relationships	41
13	Making Friends	43
14	Moving to a New Home	47
15	Fitting in at School	50
16	Understanding Those Who are "Different"	55
17	Forgetting Self in Helping Others	61
18	Spiritual Values	65
19	Family Relationships (General)	68
20	Parents and Adult Relatives	73
21	Brothers and Sisters	78
22	The New Baby	81
23	Acceptance of a Step-parent	83
24	Orphans and Adopted Children	85
25	Selected Readings	88
26	Behavior Index	93
27	Author Index	117
28	Title Index	125
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APPENDIX

Appendix B

SUGGESTED UNITS

SUGGESTED UNITS TO BE INCLUDED IN A PROGRAM

The following material is suggestive only. Each teacher must use his/her own initiative, imagination, creative ability and good judgement in adapting experiences to meet needs of a particular group of children.

OUR HOME

There are many experiences and activities which will help children understand how the family functions. Special care should be taken to make sure children who live in labor camps, with grandparents or in foster homes feel their situation is an acceptable one.

I. Understandings to be developed

- There are many kinds of homes.
- Families may differ in size and membership.
- Members of the family help one another.
- Members of the family have fun together.
- Someone in the family must work to provide for the family needs.
- The love and thoughtfulness of the family members make a home.

II. Possible activities

- Take a walk in the neighborhood to see houses; i.e., brick, frame, apartment and project.
- Display pictures of different types of homes.
- Encourage children to learn their own addresses and telephone numbers.
- Learn the titles of members of their own families; i.e., grandmother, aunt, etc.
- Tell about their own families.
- Play the role of different family members.
- Discuss activities of the family in the home.
- Discuss pictures of various family members, commercial and/or the children's.

. Engage in dramatic play of home activities; i.e., cooking, cleaning, washing, ironing, mowing the lawn, painting, repairing, etc.

. Be cognizant of sex stereotyping.

. Provide the opportunity for children to tell about their families and the ways they have fun.

. Add recreation activities to the playhouse; i.e., watching T.V., having a cook-out on the patio, enjoying a picnic, etc.

. Talk about the work of parents.

. Show and talk about pictures of people in different occupations.

. Play the role of parents going to work.

Related activities

Encourage the children to interpret home and family life with crayons, paint, paper, paste, etc.
Encourage the use of blocks in building houses and streets.
Encourage the making of simple articles of furniture for the playhouse.

III. Sources of information and materials:

A. Books and Stories

Able, THE NEW SITTER, Oxford
Brown, CHILD'S GOODNIGHT BOOK, Scott
Bone, LITTLE BOY AND HIS HOUSE, Knopf
Burton, THE LITTLE HOUSE, Houghton
Eng, WHEN YOU WERE A BABY, Schuster
Frank, PETER AND HIS NEW BROTHER, Chanticleer
Flack, ASK MR. BEAR, McMillan
Green, EVERYBODY HAS A HOUSE, Scott
Keeler, TODAY WITH TOMMY, Nelson
Krauss, THE BACKWARD DAY, Harper
------------, THE BIG WORLD AND THE LITTLE HOUSE, Schumann
Lenski, PAPA SMALL, Oxford
------------, THE NEW PET, Oxford
------------, LET'S PLAY HOUSE, Oxford
McCullough, AT OUR HOUSE, Scott
Mason, HOME IS FUN, Cardy
Puner, DADDIES, WHAT THEY DO ALL DAY, Lathrop
Steiner, DADDY COMES HOME, Doubleday
Sterling, BIGGEST FAMILY IN TOWN, McKay

B. Poems

SUNG UNDER THE SILVER UMBERELLA, "The Shiny Little House," Hays
THE GOLDEN FLUTE, "Our House." Miller

C. Films

YOUR FAMILY, Coronet

D. Songs

AMERICAN SINGER, Book I, A.B.C.
"Baby's Song"
"The Telephone"
"A Song to Mother"
"Dolly's Lullaby"
"Rockaby Baby"
"Washing Dishes"

E. Records

CRG* "Build Me a House"
CRG "The Lonesome House"
CRG "Daddy Comes Home"
CRG "Let's Help Mommy"
*Children's Record Guild, 27 Thompson Street,
New York, New York 10013

F. Dress-up box

Dress-up clothes for both parents

OUR SCHOOL

I. Objectives

- To help children establish a sense of security and a favorable attitude toward school
- To add to the children's concept of the school and the people in it
- To help children become oriented to the building and grounds
- To help children accept rules for safe use of materials and equipment
- To develop the children's ability to locate, use and care for materials in the room and on the playground
- To enable children to adjust to new situations as they arise

II. Possible approaches

- Learn the names of the teacher and classmates.
- Talk about materials in the room and learn their use and care.
- Discuss the name and location of the school and how different children come to school.
- Discuss safety going to and from school; crossing streets, riding on the school bus, riding in a private car, getting in and out of cars and going home promptly by a safe route.
- Talk about why we go to school and why we need to come regularly and on time.
- Discuss taking turns, helping others, following rules, sharing materials and being careful of things belonging to another person.
- Discuss how to care for our belongings at school; i.e., coats, galoshes, articles brought to show, lunch money, etc.
- Learn about the people who work in the school, their names and how they help; the principal, the secretary, the nurse, the custodian, the cafeteria workers, other classroom teachers, and the special teachers, i.e., gym, library, etc. These people may be invited to the room or the children may go to visit them after the proper arrangements have been made.
- Discuss the different parts of the building and what is done there. Make arrangements to visit the office, the nurses room, the cafeteria, the boiler room, the library and the gym.
- Learn the proper use of drinking fountains and lavatories.
- Invite members of the safety patrol and the color guard to come to the room and explain what they do. Then visit an intersection and cross the street while the safety patrol is on duty. Observe a flag raising ceremony to view the color guard in action.

III. Sources of information and materials

A. Books and Stories

Becky, TALL ENOUGH TOMMY, Children's
Beim, Jerold, ANDY AND THE SCHOOL BUS, Morrow
------------, THE SMALLEST BOY IN THE CLASS, Morrow
------------, TWO IS A TEAM, Morrow
Bryant, Bernice, LET'S BE FRIENDS, Children's
------------, EVERYBODY LIKES BUTCH, Children's
Felt, Sue, ROSA-TOO-LITTLE, Doubleday

Green, Mary, IS IT HARD, IS IT EASY?, W. R. Scott
Jacob, WHAT WE DO DAY BY DAY, National Dairy Council
Leaf, Munrow, MANNERS CAN BE FUN, Lippincott
Mitchell, L. S., HERE AND NOW STORY BOOK, Denton
"Walk, Walk, Walk to School"
Paullin, Ellen, THIS LITTLE BOY WENT TO KINDERGARTEN, Oxford
Rey, H. A., SPOTTY, Oxford
Rey, M. and H., BILLY'S PICTURE, Oxford
Seignobosc, Francoise, THE THANK YOU BOOK, Scribners
Weil, Ann, THE VERY FIRST DAY, Appleton
Wynkoop, Margaret, MAC GOES TO SCHOOL, Appleton
Young and Hayes, NORMAN AND THE NURSERY SCHOOL, Platt and Munk

B. Songs

THE AMERICAN SINGER - Book I, A.B.C.
"School Time"
"Good Morning"
"Crossing the Street"
"In School"
"Working Time is Over"
THE KINDERGARTEN BOOK, Ginn
"Who are You?"
MUSIC FOR YOUNG AMERICANS, Kindergarten, A.B.C.
"The Horn on the Bus"

C. Rhythm

Walk, clap, tiptoe, run or sway. Begin with basic rhythms; use drum or rhythm instrument to stress basic beat.

D. Games

Use only simple imitative games of one or two rules.

E. Reading and Numbers

Learn what the signs around the school say; i.e., "Stop", "No Parking", street signs, etc.
Read labels
Call attention to book titles
Count out supplies needed for each activity center
Count number of boys and girls present
Count number of chairs needed
Count cups for refreshment
Count numerous articles in a variety of activities

OUR COMMUNITY HELPERS

Plan a unit about the neighborhood helpers of interest to young children; i.e., the fire fighter, the police officer or the letter carrier.

I. The fire fighter

A. Understandings to be developed

Fire fighters are helpers and friends.
Fires should be reported.
Fire fighters have duties to perform.
Caution should be taken to prevent fires.
Fire fighters protect our homes, our schools and our communities.

B. Possible activities

Invite a fire fighter to the kindergarten to:
- Talk about duties
- Discuss safety during a fire drill at school

Role-play having a fire
- Telephone the fire department
  - Report the fire
  - Give the correct address

Dramatize:
- Driving a fire truck
- Putting out fires using hoses and ladders
- Cleaning the fire truck
- Living at the fire station while on duty
- Wearing a fire fighter's hat to designate that you are a fire fighter

Draw and paint:
- Fire engines and equipment
- The fire station
- The fire fighter's clothes

Discuss and practice a fire drill
- Rules:
  - Go to the proper exit.
  - Walk quickly. DO NOT RUN!
  - Stay in line. Answer to roll call.
  - Stand quietly in line in the yard and wait for the signal to return to the room.

C. Sources of information and materials

Books and Stories
- Beim, COUNTRY FIREMEN, Wm. Morrow
- Brown, FIVE LITTLE FIREMEN, Simon & Schuster
- Lenski, THE LITTLE FIRE ENGINE, Oxford
- Pryor, THE FIRE ENGINE BOOK, Harcourt-Brace
- Zaffo, BIG BOOK OF REAL FIRE ENGINES, Gosset and Dunlap

Audio visual aids
- Encyclopedia Britannica Film "Fireman"

Songs

AMERICAN SINGER, Book I, A.B.C.
"The Fire Department"
THE KINDERGARTEN BOOK, Ginn
"The Fireman"
Records
Children's Record Guild, "Little Fireman"
AEDII, Box 134, Pacific Palisades, California, 90272, "Fire! Fire!"

II. The Super Market

A. Understandings to be developed

The family shops at the super market.
Articles for sale are arranged in many ways.
Workers in the market have certain jobs.
Children can help at the super market.

B. Possible activities

Build a simple market using boards and large blocks.
Bring a cash register, empty food cartons and paper bags from home.
Discuss how milk, butter, vegetables, canned goods and meats are kept.
Role-play:
- Clerks arranging food on shelves
- Checkers checking out groceries and taking money from customers
- Baggers carrying groceries to the customer's car

Draw and paint pictures of foods or activities in the super market.
Talk about:
- Children running the store
- Children pushing grocery carts far away from the family group
- Squeezing, poking and opening articles before they are checked out

C. Sources of information and materials

Books and Stories

Blade, MR. BROWN'S GROCERY STORE, Scribners
Bruck, TO MARKET! TO MARKET!, Knopf
de Angeli, TED AND NINA GO TO THE GROCERY STORE, Scribners
Green, EVERYBODY EATS, Young, Scott

Poems

Field, Rachel, "GENERAL STORE"

Films and Filmstrips

"THE FOOD STORE", Encyclopedia Britannica
"GROCER", Society for Visual Education

Songs

OUR FIRST MUSIC, Birchard
  "The Bakery Shop"
  "At the Grocery Shop"
  "Candy Shop"
  "Song of the Milk Bottles"
THE AMERICAN SINGER, Book I, A.B.C.
  "Shopping"
  "Mister Baker"
  "Vegetable Man"

EXPERIENCES CENTERING AROUND SPECIAL OCCASIONS

I. Birthdays

A. Understandings to be developed

Your birthday is your own and never changes.
Your birthday marks the time when you are one year older.

B. Possible Activities

Discuss:
  How birthdays are celebrated
  Behavior at a birthday party
  What should be said to people who bring gifts
  The birthdays of family members
Each child should learn the date of his/her birth.
Mark the birthdays on the calender in some special way.
Let the "birthday child" sit in the "birthday chair" or wear the "birthday hat".
Sing the "birthday song".
Create birthday cards or gifts at the art activity center.

C. Sources of information and materials

Books and Stories

Black, BARBARA'S BIRTHDAY, Scott
Bromhall, MARY-ANNE'S PICTURE, Knopf
Brown, KEIKO'S BIRTHDAY
Marianna, MISS FLORA McFLIMSEY'S BIRTHDAY, Lathrop

Poems

Hubbard, Alice, THE GOLDEN FLUTE, John Day Co., 1932
"Father's Birthday Cake", Zex
"Five Years Old", Allen

Songs

THE AMERICAN SINGER, Book I, A.B.C.
"A Birthday Song"
THE KINDERGARTEN BOOK, Ginn
"Happy Birthday"
MUSIC FOR YOUNG AMERICANS, Kindergarten, A.B.C
"Happy Birthday"
"Today's My Birthday"

Records

CRG "Horray! Today is Your Birthday"

Special materials

- A birthday chair painted gold and tied with a large bow
- Birthday hats or crowns
- A styrofoam birthday cake on which candles may be placed and lit. Colored whipped soap flakes over a coffee can may be used.

APPENDIX

Appendix C

UNIT BLOCKS

UNIT BLOCKS

Unit blocks are considered by many educators of young children to be the most important teaching material in the kindergarten. They are unstructured, "raw" and offer multiple opportunities for learning on many levels.

Unit blocks:

- Foster skill in manipulating
- Give opportunity for creating three-dimensional forms in space
- Stimulate a growing understanding of the orginization and function of the real world through the building of representative models
- Develop relationship thinking as the child makes size selections
- Help build concepts of space and dimension
- Encourage language development through the communication of ideas
- Establish working relationships with other children

The blocks are stored in an organized way, matching shapes drawn on the storage shelf. The putting-away process thus becomes purposeful, perceptual differentiation at clean-up time.

The following page shows the quantity, shape and size specifications. They should be built of hardwood, or can be ordered ready-made as a "Half School Set of Unit Blocks."

UNIT BLOCKS

Unit blocks may be purchased by the individual piece. Units are illustrated and described below. When ordering, please specify order number and quantity of each style desired. Indicate total weight of all pieces included in order.

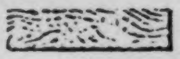
96 **Square**
1⅜" x 2¾" x 2¾"
NB001 / 6 oz / $.16

40 **Oblong**
1⅜" x 2¾" x 5½"
NB002 / 10 oz / $.26

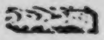
48 **Doublong**
1⅜" x 2¾" x 11"
NB003 / 1 lb / $.47

16 **Quadlong**
1⅜" x 2¾" x 22"
NB004 / 2 lbs / $.87

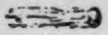
24 **Roof Board**
⅜" x 2¾" x 11"
NB005 / 5 oz / $.32



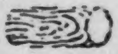
24 **Pillar**
1⅜" x 1⅜" x 5½"
NB006 / 3 oz / $.16



16 **Column**
1⅜" x 5½"
NB007 / 3 oz / $.21



8 **Large Column**
2¾" x 5½"
NB008 / 1 lb / $.60

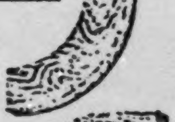


24 **Diagonal**
1⅜" x 2¾" x 2¾"
NB009 / 3 oz / $.60

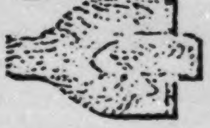
24 **Triangle**
1⅜" x 2¾" x 5½"
NB010 / 3 oz / $.24

16 **Ramp**
1⅜" x 2¾" x 5½"
NB011 / 4 oz / $.30

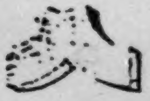
Elliptical Curve
1⅜" x 8¼" x 11"
NB012 / 1 lb 5 oz / $1.72



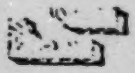
Large Switch and Gothic Door
1⅜" x 8¼" x 11"
NB013 / 2 lbs 3 oz / $1.76



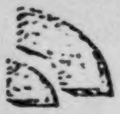
4 **Y-Switch**
1⅜" x 5½" x 8¼"
NB014 / 1 lb 1 oz / $1.22



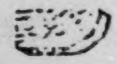
Half Arch and Buttress
1⅜" x 2¾" x 5½"
NB015 / 8 oz / $.48



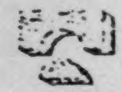
4 **Circular Curve and Quarter Circle**
1⅜" x 2¾" x 7¾"
NB017 / 1 lb / $.97



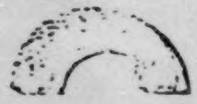
Large Buttress
1⅜" x 2¾" x 5½"
NB019 / 7 oz. / $.34



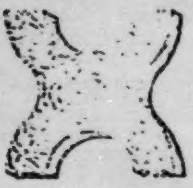
4 **Roman Arch and Half Circle**
1⅜" x 5½"
NB021 / 8 oz / $.48



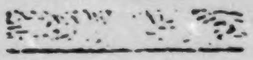
4 **Half Circular Curve**
1⅜" x 5½" x 11"
NB023 / 1 lb 5 oz / $1.58



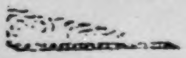
Double Switch Curve
1⅜" x 11" x 11"
NB024 / 2 lbs 8 oz / $2.17



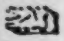
12 **Floor Board**
⅜" x 2¾" x 22"
NB025 / 12 oz / $.55



Double Unit Triangle
1⅜" x 2¾" x 11"
NB026 / 10 oz / $.50



24 **Half Pillar**
1⅜" x 2¾" x 1⅜"
NB027 / 2 oz / $.13



Quarter Pillar
1⅜" x 1⅜" x 1⅜"
NB028 / 2 oz / $.07

Solid Half Circle
1⅜" x 5½" x 2¾"
NB029 / 6 oz / $.29

APPENDIX

Appendix D

EQUIPMENT, MATERIALS AND ROOM PLAN

RECOMMENDED KINDERGARTEN EQUIPMENT

AND MATERIALS THAT CAN BE MADE

Below are listed the prices for each category of equipment and materials on the pages that follow:

Storage and Furniture	$ 300.00
Books	120.00
Housekeeping	100.00
Art	200.00
Blocks	150.00
Animals	80.00
Woodworking	75.00
Reading Readiness	75.00
Records	20.00
	$ 1,120.00

Idaho Prices

STORAGE AND FURNITURE. . . . . $ 300.00

3	Tables, 24" by 48", home-made
20	Chairs, 12" high, or cable spools with pillow
2	Easels (See drawing)
3	Pegboard Room Dividers 48" by 48"
2	Corkboard Dividers with 10 coathooks each
6	Orange crates, painted
6	Planks, 3/4" CDI Plywood 5' by 2'
18	Cinder blocks, 6" by 8" by 12"
	Rug, used or sample-squares, taped on back
	Wastebasket
20	Ice cream cartons or potato chip cans wired together for storage of artwork
	Broom, adult size, with handle cut to child length
	Dustpan and brush
	Carpet sweeper
	First Aid Kit

BOOKS. 120.00

RECORDS. 20.00

ANIMALS. 80.00

	Guinea Pig cage in tray
2	Guinea Pigs
1	Water bottle
50	Pounds rabbit pellets
1	Crock for food
10	Gallon aquarium
2	Gerbils, mated pair
15	Pounds sun flower seeds
1	Water bottle
15	Gallon aquarium with filter
	Gravel
	Plants
	Snails
	Fish food
	Guppies
	Polliwogs and frog eggs
	Fish net

ART SUPPLIES

Approximate cost: 200.00

2	Packages each, colored construction paper: #9405 Scarlet, 9 X 12

ART SUPPLIES (cont.)

9423 Black
9401 Yellow
9414 Blue
9422 Violet
9416 Pink
9431 White
Red Orange
Sherwood Green
Redwood Brown

2 Packages each color in 12 X 18 also
8 Reams newsprint-18 X 24
6 Reams manila drawing paper-12 X 18
5 Packages #9730 fingerpaint paper
4 #600 bristle flat paint brush 1/4"
4 " " " " " 1/2"
4 " " " " " 3/4"
4 " " " " " 1"
12 #240 - S scissors 6"
4 #270 - S left handed scissors 6"
8 Cans #1500 Powder paint: (8 of each color)
  Brown
  White
  Violet
  Green
  Yellow
  Orange
  Turquoise
  Blue
  Red
3 Quarts each color fingerpaint:
  Red
  Blue
  Yellow
  Green
3 Dozen each color large 3/8" diameter crayons:
  Red
  Green
  Blue
  Brown
  Orange
  Yellow
  Violet
  Black
10 Elmers glue #375
5 Elmers glue 1 gallon size
3 Quarts library paste #3215
1 Teachers shears #101 C 8"
4 Boxes staples, box 5000, #SBS 19½
2 Hand paper punch
4 Rolls masking tape, 60 yard roll, 3/4"
4 Boxes paper clips, #1 standard
4 Boxes thumb tacks #2
1 Stapler, HA-4004
3 Boxes #314 white chalk
4 Boxes colored chalk
2 Sampson hand punch ¼" die
2 Zenith chalkboard erasers
4 Rolls Scotch tape
Potter's clay

Things to collect:

Twine
Old shirts for smocks
Soap flakes
Liquid detergent
Scraps of yarn
Liquid starch to mix with powder paint for finger paint
Frozen juice cans

Idaho Price

HOUSEKEEPING. . . . . $ 100.00

Small table (rummage sale, cut off legs)
2 Small chairs
Play sink; i.e., fruit crate holding 2 square plastic dishpans
Play stove; i.e., fruit crate with plywood top and real stove knobs
2 Plastic aprons, child-size
Scrub brushes, sponges and plastic bucket
Plastic dishes and utensils
Egg beater, flour sifter, measuring cups and spoons
Cookie cutters, rolling pin and empty food containers
Full-length mirror and hand mirror
Dress-up clothes might include:

- Shoes
- Ties
- Jackets
- Gloves
- Jewelry
- Hats
- Heels
- Dresses
- Purses
- Chaps
- Uniforms
- Capes
- Belts
- Scarves
- Wigs

Stethoscope, sunglasses, suitcase, basket, shaving brush and empty razor
Child's bed, home-made, with foam mattress (see drawing)
Pillow and blankets
Rag dolls, home-made
Dolls, plastic for washing
Doll clothes
Telephone (borrow a real one)
Refrigerator carton to use as a playhouse

BLOCKS. 150.00
(See drawings for explanation)

WOODWORKING 75.00

Scrap soft wood
Work table (see drawing)
2 Vises
Back saw
Coping saw
2 Hammers
Hand drill and set of bits
Assorted nails, tacks, screws and wire
Sandpaper, coarse and medium-coarse grade
Elmers glue
Shellac to cover water paint

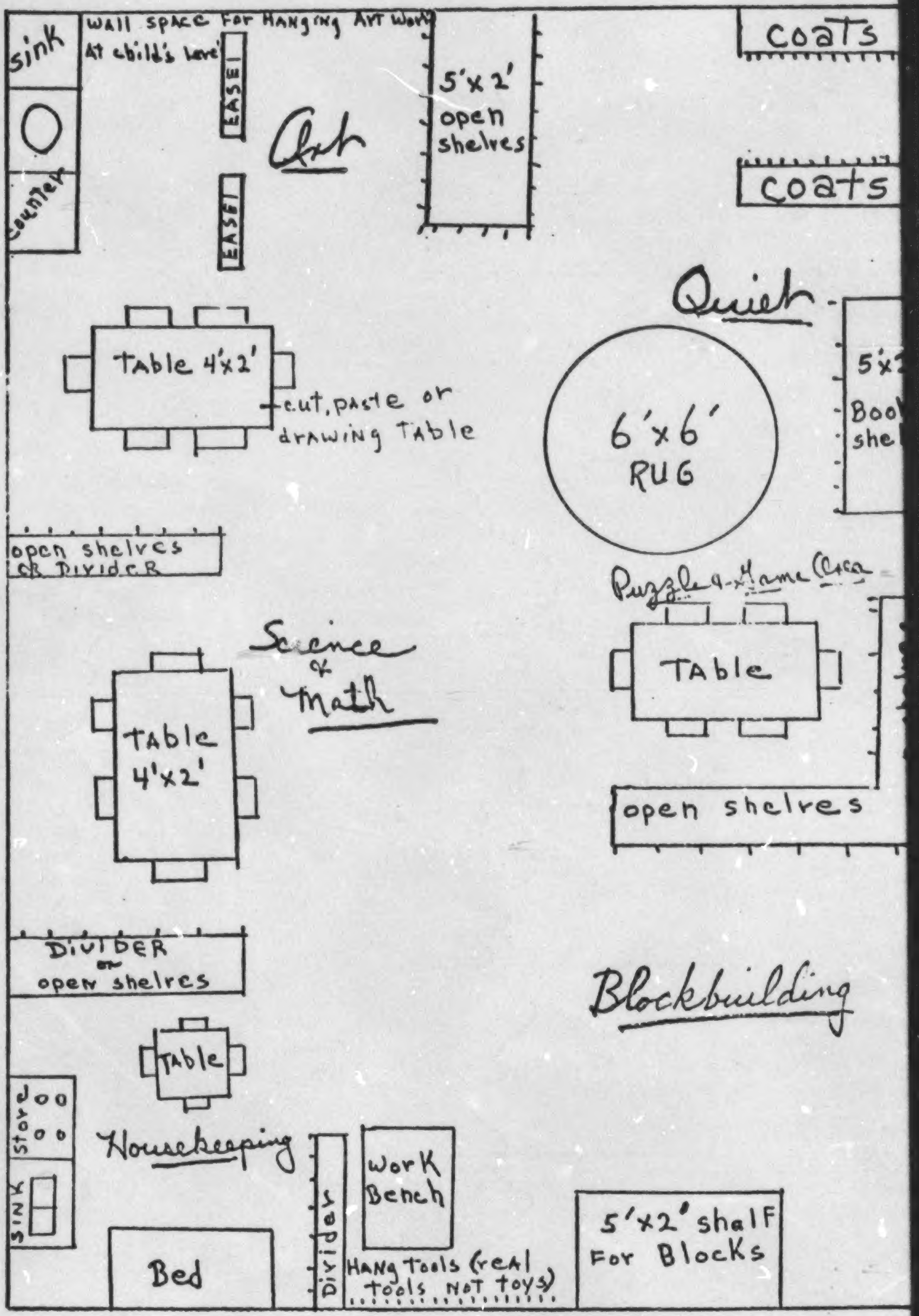
READING READINESS 75.00

Wooden toy trucks, toy train, airplanes and people figures
Puzzles, Parquetry blocks, Dominoes, Lotto, Colorforms, hand puppets, stuffed animals and Lego

ROOM PLAN

The room plan on the next page offers a way of organizing the room with the home-made materials and furniture suggested. It is an activity-centered classroom which educators feel best benefits the learning growth needs of young children. The quiet activities are located near the door and the noisier activities at the back of the room. Defining areas by dividers, tables and shelves stimulates the children to see order and relationships in their environment.

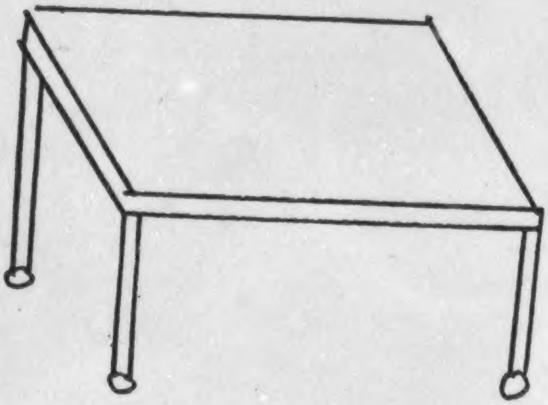
35 sq. ft. per child
20 children per classroom



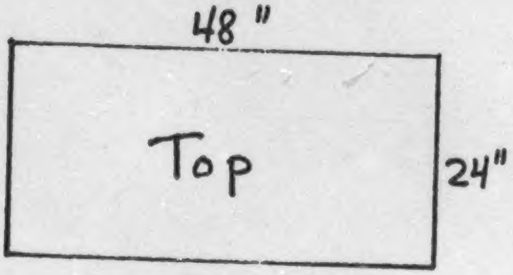
Room
30'x30' =
900 sq. ft.

5 Areas
- Art
- Science + Math
- Housekeeping
- Blockbuilding
- Quiet

CHILDREN'S TABLE

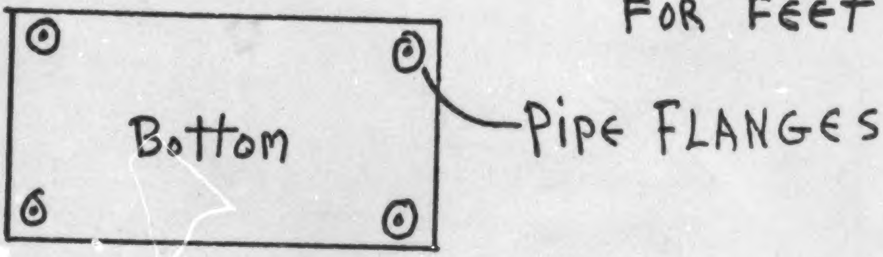


3/4" PLYWOOD
COVERED WITH
OIL CLOTH
TACKED UNDERNEATH

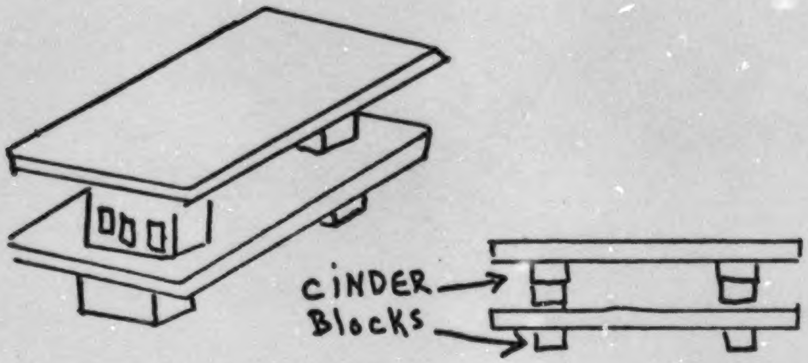


1" IRON PIPE FOR LEG:
22" LONG

RUBBER CRUTCH TIPS
FOR FEET

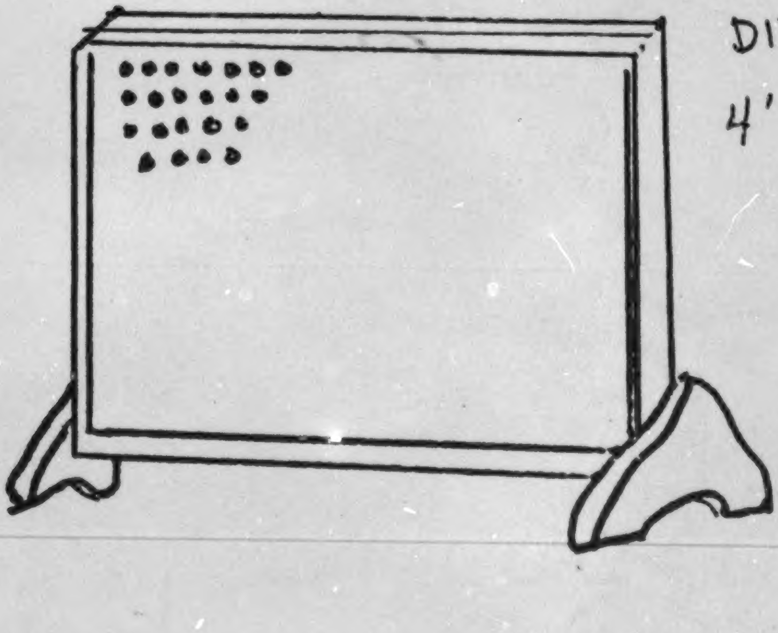


BRICK + BOARD shelf

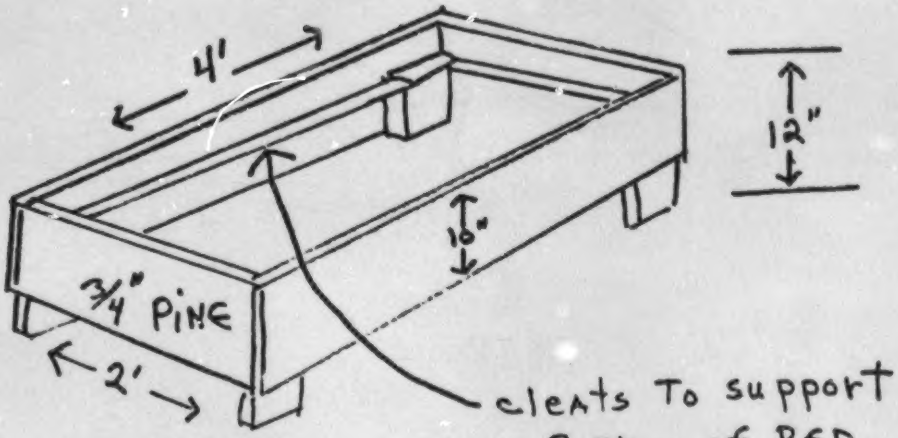


5'x2' 3/4" PlyWOOD

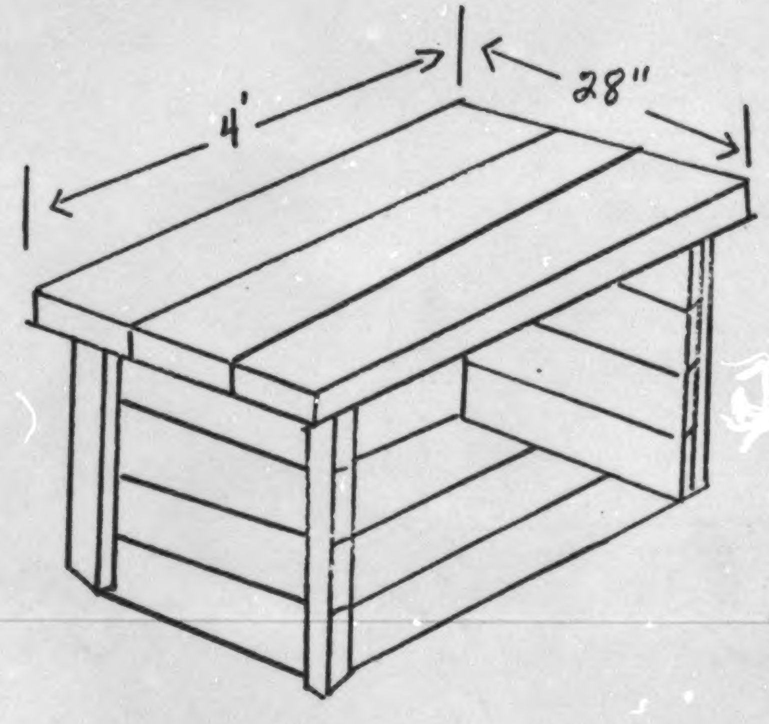
PEGBOARD
DIVIDER
4'x4'



House Corner BeD



cleats To support Bottom of BED



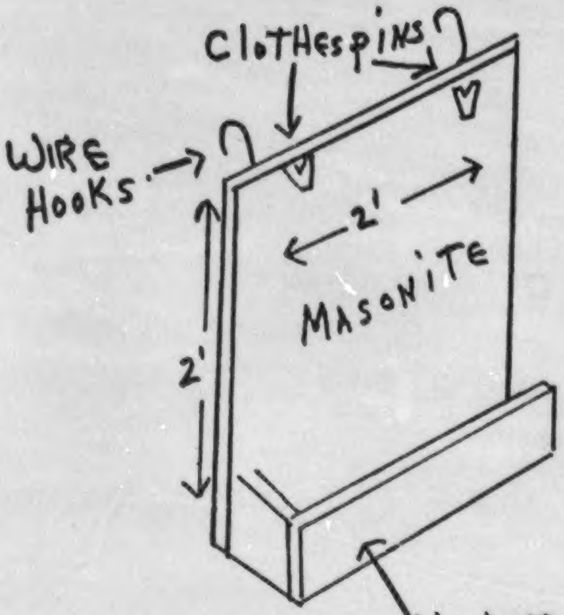
WoodWorKiNG TABlE

21" x 25" x 40"

WITH 3
2" x 10" x 4"
FIR BoARDS
ATTAChED
TO PROVIDE
WORKING SURFACE

Easel

DRILL THROUGH
CLOTHESPINS
ATTACH WITH BOLT
AND NUT



WOOD TRAY LARGE ENOUGH TO HOLD JUICE CANS OR GLASS JARS

APPENDIX

Appendix E

SAMPLE FORMS

CONFERENCE SHEET

Name ______________________________

Months:	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May
Weight	____	____	____	____	____	____	____	____	____
Height	____	____	____	____	____	____	____	____	____

	Mid-Term			End of Term		
	Seldom	Sometimes	Almost Always	Seldom	Sometimes	Almost Always
Health Habits: Does the child						
Keep good posture?						
Have clean face, hands, and nails?						
Have clean teeth?						
Use handkerchief and cover coughs?						
Keep hands away from face?						
Citizenship Habits: Does the child						
Work and play with others harmoniously?						
Recognize the rights and property of others?						
Courtesy and Consideration: Does the child						
Pay attention when others are speaking?						
Remember "Please," "Thank you," "Excuse me," and "Good morning."?						
Social Adjustment: Does the child						
Enjoy participating in group activity?						
Seek too much attention?						
Readily adjust to different social situations?						
Treat his playmates kindly?						
Keep his word and do his part?						
Self-Reliance and Self-Control: Does the child						
Attend to personal needs without help?						
Refrain from crying over trifles?						
Keep his hands to himself?						
Do things without being told?						
Complete what he begins?						
Promptness and Orderliness: Does the child						
Respond quickly to direction?						
Keep his own table and chair in order?						
Hang up his wraps?						
Get tasks completed on time?						

Activities:

	Mid-Term		End of Term	
Language and Literature: Does the Child	No	Yes	No	Yes
Speak clearly?				
Express himself freely?				
Give evidence of growing pleasure in good literature?				
Music: Does the child				
Respond to rhythum?				
Match tones?				
Sing with the group?				
Show evidence of growing appreciation of music?				
Art and Handwork: Does the child				
Use correctly: Clay?				
Scissors?				
Paste?				
Crayons?				
Paints?				
Show originality?				
Show growing power in artistic expression?				

REGISTRATION

(Sample Form)

Date ____________

Child's Name ______________________________

Age ______________ Birth Date ______________

Father's Name ______________________________

Address ______________ Telephone ____________

Occupation ______________ Telephone ____________

Mother's Name ______________________________

Address ______________ Telephone ____________

Occupation ______________ Telephone ____________

Who else takes care of child? ______________________________

Address ______________ Telephone ____________

In case of emergency call ______________________________

Doctor ______________ Telephone ____________

Diseases child has had	Year	Inneculations	Year

Handedness: Right ________ Left ________ Ambidextrous ________

Allergies ______________________________

List names and ages of other children in family ______________________________

____

Names of pets ______________________________

Remarks: